DOCUMENT RESUME

ED 168 670 JC 790 258

AUTHOR Silver, Jane H.
TITLE Fifty Years of Southern Baptist Junior College Education 1927-1977: An Historical Analysis.
PUB DATE 79
NOTE 134p.; Ed. D. Dissertation, Nova University

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Church Related Colleges; College Role; Community Colleges; Declining Enrollment; *Educational History; Financial Problems; *Financial Support; *Junior Colleges
IDENTIFIERS *Southern Baptists

ABSTRACT

The purpose of this study was to trace the development of the Southern Baptist junior colleges from 1927 to 1977. During this period a total of 35 junior colleges were in operation at some time. However in 1977 there were only seven Baptist colleges in six states; of these only one was among the 27 Southern Baptist junior colleges that were operating in 1928. Twelve of these original colleges were closed for financial reasons, one had become a private institution, and over half had become four-year institutions. Most of the colleges still operating in 1977 had been established between 1927 and 1946. Three of these colleges had been first organized as academies, one was a senior college at its inception, and two were chartered as junior colleges. No new junior colleges were established by the denomination after 1946. A secondary purpose of the study was to assess the strengths and weaknesses of the remaining Southern Baptist junior colleges in terms of finances, enrollments, and curriculum development. Recommendations to improve the viability of the colleges include: emphasis on uniqueness, reexamination of the curriculum, revision of recruiting and admissions procedures, reorganization of resource management, and a closer relationship to the denomination. A literature review and bibliography are included. (Author/MB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED168670

FIFTY YEARS OF SOUTHERN BAPTIST JUNIOR COLLEGE EDUCATION 1927-1977: AN HISTORICAL ANALYSIS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jane H. Silver

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

JANE H. SILVER

A MAJOR APPLIED RESEARCH PROJECT

PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1979

JC 790 258

ACKNOWLEDGEMENTS

My appreciation is expressed to the many people throughout the South who cheerfully contributed fragments of the fascinating history of Southern Baptist junior colleges and to Brenda Newman who so faithfully typed the manuscript.

Special thanks go posthumously to Dr. Leland Medsker who urged me to "choose a topic about which you can get excited," and to Dr. George Aker, my MARP advisor; Dr. Don Cameron, my local reader; and Dr. Eugene DuBois, my central staff committee member, for their suggestions and their interest in the progress of the study.

This project would never have been completed without the love and support of my husband, George, and George Reeve, Melissa and Ann who always have patiently encouraged me in my wife, mother and student roles.

Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education.

FIFTY YEARS OF SOUTHERN BAPTIST JUNIOR COLLEGE EDUCATION 1927-1977: AN HISTORICAL ANALYSIS

By

Jane H. Silver

April, 1979

The 1928 Southern Baptist Convention Annual listed thirty-one junior colleges which were affiliated with the denomination in nine southeastern states. Subsequent research revealed that only twenty-seven of the colleges listed were actually Southern Baptist institutions. One of those listed was privately owned, although closely associated with the denomination; one of them had never been a part of the denominational structure; one was a high school in 1927, and one was an academy supported by a Southern Baptist agency. Twenty-one of the group had begun as academies as early as the 1850's, frequently through the interest of local Baptist associations.

The purpose of this study was to trace the development through the next fifty years of the Southern Baptist junior colleges existing in 1927. Only one of them was still a junior college in 1977. Twelve of the original colleges closed for financial reasons between 1928 and 1971, one had become a private institution, and over fifty percent had become four-year institutions by 1977.

During the nineteen-year period following 1927, eight new Southern Baptist junior colleges were established, making a total of thirty-five in operation sometime between 1927 and 1977. Three of the new colleges had been first organized as academies, one was a senior college at its inception, and two were chartered as junior colleges. No new junior colleges were established by the denomination after 1946, so in 1977 there were seven Southern Baptist junior colleges in six states.

A secondary purpose of the study was to assess the strengths and weaknesses of the Southern Baptist junior colleges which remained and to suggest ideas which might enable them to remain viable in the face of rising costs and a declining student population. An indepth evaluation of Southern Baptist higher education conducted by Earl J. McGrath in 1976-77 had revealed that although the junior colleges had more short-term debts than the denomination's four-year colleges, their long-term physical plant debts were lower and they had made large gains in endowment. Enrollment figures for the years 1968 through 1977 revealed that enrollment in three of the remaining junior colleges had risen, one rather dramatically, and decreased in four.

All of the seven Southern Baptist junior colleges had made some progress in the transition from a strictly liberal arts role although some were more deeply involved in curriculum adjustment than others. As a group, they were placing more emphasis on adult education than on continuing

education.

Among the internal changes recommended by many educators for the survival and success of small, private colleges such as those under consideration in this study were an emphasis on the uniqueness of the private college, a reexamination of the curriculum, a revision of recruiting and admissions procedures, reorganization of the management of resources, and a closer relationship to the supporting denomination.

A specific recommendation for strengthening the remaining Southern Baptist junior colleges was offered by the writer in the form of a proposal for a Southern Baptist Junior College Conference to be held in 1980. Sponsorship of the meeting would be requested from the Southern Baptist Education Commission in an effort to call attention to the specific problems shared by the two-year denominational colleges. A product of this conference could be a resource booklet containing suggested solutions to common problems.

Findings of the study were shared with the administrators of the seven Southern Baptist junior colleges, the Southern Baptist Education Commission and the Historical Commission of the Southern Baptist Convention.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS ii

ABSTRACT iii

LIST OF TABLES viii

CHAPTER

1. INTRODUCTION. 1

BACKGROUND AND SIGNIFICANCE 1

GROWTH OF THE JUNIOR COLLEGE. 9

RESEARCH QUESTIONS. 12

DEFINITION OF TERMS 15

ASSUMPTIONS AND LIMITATIONS 19

2. REVIEW OF RELATED LITERATURE. 22

VALUE OF PRIVATE HIGHER EDUCATION 23

PROBLEMS OF PRIVATE COLLEGES. 29

PREDICTIONS OF SUCCESS. 31

SUGGESTIONS FOR CHANGE. 34

COLLEGES OF OTHER DENOMINATIONS 43

SOUTHERN BAPTIST COLLEGES 46

3. PROCEDURES AND METHODOLOGY. 52

METHOD OF RESEARCH. 52

PROCEDURAL STEPS. 55

4. FINDINGS. 60

LOCATION OF ORIGINAL COLLEGES 60

ACCURACY OF ORIGINAL LISTING. 62

TABLE OF CONTENTS (continued)

Page

EVOLUTION OF THE ORIGINAL COLLEGES. 67

ORGANIZATION AND SUPPORT OF ORIGINAL COLLEGES . 70

CONTINUED SURVIVAL AS JUNIOR COLLEGES 73

CHANGES TO FOUR-YEAR STATUS 76

JUNIOR COLLEGES OF OTHER DENOMINATIONS. 82

ENROLLMENT IN SOUTHERN BAPTIST JUNIOR COLLEGES. 83

INDICATION OF FINANCIAL POSITION. 87

CHANGES FROM LIBERAL ARTS ROLE. 91

5. SUMMARY AND CONCLUSIONS 97

CONCLUSIONS 97

RECOMMENDATIONS 101

IMPLICATIONS. 110

BIBLIOGRAPHY 112

APPENDIX 123

MARP SIGNATURE PAGE. 125

TABLES

Table		Page
1.	Location of Southern Baptist Junior Colleges in 1927.	61
2.	Founding Dates, Sources of Organizational Support and Educational Stages of Southern Baptist Junior Colleges.	72
3.	Southern Baptist Junior Colleges Which Closed for Financial Reasons.	76
4.	Changes in Status of Southern Baptist Junior Colleges from 1927 to 1977	78
5.	Enrollment in All Southern Baptist Junior Colleges from 1968 to 1977.	84
6.	Enrollments of Southern Baptist Junior Colleges 1968-1977.	85
7.	Relationship of Endowment Income to Total Revenue in Southern Baptist Junior Colleges 1976-77	90
8.	Relationship of Current Funds Expenditures to Current Funds Revenues in Southern Baptist Junior Colleges 1976-77	91

CHAPTER 1

FIFTY YEARS OF SOUTHERN BAPTIST JUNIOR COLLEGE EDUCATION 1927-1977: AN HISTORICAL ANALYSIS

INTRODUCTION

Background and Significance

To divide the first American colleges into secular and church-related institutions would be impossible since the explicit purpose of most institutions of higher education in the early history of the country was to educate men for the ministry. Discussing the role of religion in American colleges and universities, Littell pointed out:

> From the founding of Harvard College in the middle of the seventeenth century, the aims of higher education in the U. S. were consistent with church goals. Early college charters commonly included the church training as a primary objective and the goals for the laity were also Christian and humanistic. (1971:461)

Similarly, Wagner and Hovice reported that all of the nine major universities which were chartered during the country's colonial period were constitutionally connected with a church and that the piety and religious zeal motivating these colleges was strong and genuine. (1977:3352) That the early liberal arts colleges were as much religious institutions as they were academic or intellectual ones was also Jonsen's belief. He wrote:

> The motivation for the founding and maintenance of the colleges was that of preserving and nourishing religion through an educated clergy, and a literate and devout laity. (1978:3)

"Piety," claimed Andrew and Freedman, "motivated the founding of our earliest colleges." (1976:II.51) According to the International Encyclopedia of Higher Education, eighteen of the twenty-eight colleges identified as being founded between 1770 and 1819 were related to Protestant churches. (1977:3553) Hassenger considered that to be a natural consequence of the fact that the colonists for the most part were from England and were familiar with universities which were primarily church functions. (1971:105)

In the period between 1820 and 1861, one hundred thirty-two Protestant colleges were recorded as those which survived what Wagner and Hovice characterized as "a time of astonishing denominational expansion which ended rather abruptly with the Civil War." (1977:3352) These authors saw strong evidence of the religious presence in American higher education in the fact that over ninety percent of all college presidents were clergymen until well after the Civil War.

The growth of denominational education enterprises during the nineteenth century in the South which Wiggins described as a "concentration" (1966:268) could be attributed to a number of factors including the problem of transportation to and from northern colleges (Johnson:1955:8), a strong propulsion by the pride of ownership among competing denominations (Coulter:1951:161), the position of the church as a major socializing force in the South (Day and Mellinger:1973:ii) and the fear of secularism after the

Great Awakening. (Pattilo and MacKenzie:1966:15) Wagner and Hovice also believed that the push for more educational opportunities in the South was based on "the desire for an educated ministry, a deep regard for learning, and the need for colleges in a frontier situation." (1977:3352) Rainford (1978:9) listed the founding of a church, a newspaper, a form of government and a college as the first consideration of any new community that cared about the future as America moved westward along the frontier.

It was not uncommon for a denomination to establish several colleges in a single state and in Coulter's words, "It was easy to make of each preacher an agent for the college of his church." (1951:161) An average of one school a year established by denominational efforts or by individuals, usually pastors, was Field's evaluation of the Baptists' contribution to Kentucky's educational growth between 1850 and 1900. (Crismon:1975:163) Wiggins decried the rapid growth of denominational higher education with the following statement:

> Unhappily, the movement was often nearly unbridled and freedom did not consistently find responsible expression . . . . As a result, far too may church-related colleges were established and many atrophied. (1966:266)

Yet, Day and Mellinger defended this proliferation with the note that public higher education at that time was virtually unknown so the burden of responsibility was carried primarily by the private sector. (1973:1)

In contrast to the original pattern of development

for higher education, statistics from the 1977-78 Yearbook of Higher Education (1977:614) revealed that only 782 (25.8 percent) of all colleges were church-related. Of interest to this study is the fact that forty-one percent of the junior colleges in the United States in 1977 were considered to be church-related.

Although Southern Baptists were characterized as "tardy" by Johnson in establishing colleges compared to other denominations (1955:11), Baptist influence in higher education could be dated back to 1764 with the establishment of Rhode Island College, which was to become Brown University. (Noble:1938:67) Their second step in this direction was Columbian College in Washington, D.C., an 1817 effort which failed, in Hester's opinion, because of misunderstandings, financial reverses, and perhaps, obsession with missions. He called that aborted effort "the greatest educational setback to happen to Baptists in the United States" since George Washington University now stands on the site where Columbian might have been. The next attempt to establish a Baptist college, this time in South Carolina in 1925, was more successful since it became the nucleus of Furman University. (1967:3) In the same year, Union University in Tennessee was chartered (Ward:1975:iii). All of these efforts antedated the actual founding of the Southern Baptist Convention in 1845.

Hester described a growing interest in education by Baptists in the South which continued through the second

quarter of the nineteenth century. The result of this educational momentum was a dozen flourishing Baptist colleges in the South by 1860. (1967:3) Changes in this growth trend were inevitable with the onslaught of the Civil War, which according to Brubacker and Mills, caused a reported mortality rate of eighty percent of southern colleges (1958:71). McBeth contended that "no social institution suffered more from the Civil War than did the church college," with the result of many Baptist colleges never reopening and hundreds of Baptist academies never reemerging. (1966:23) A short history of Southern Baptist education which accompanied the 1967 Baptist Education Study Task report reminded readers that the Civil War had devastated the Baptist colleges as teachers and students alike joined the army. (1969:4)

From 1880 to 1900, Baptists again began to launch a major program in education. According to Hester, existing colleges expanded and new colleges were established. At that time, he believed, Baptist academies began their second period of growth and by 1900 there were as many as six hundred of these institutions in the South. (1967:4) It was believed that this study would reveal the transition of several of these academies into the junior colleges which operated under Southern Baptist sponsorship from 1927 to 1977. Day and Mellinger fostered that assumption with the statement (1973:1) that:

Two year colleges have existed in the South for

> almost a century . . . . The development of the two-year college in the South was predated by the private denominational academies founded during the early and middle 1800's.

Similarly, MacBeth supported this belief by saying that "the stronger Baptist academies often sought a new lease on life by advancing to junior college status." (1967:5)

Southern Baptists had entered the nineteenth century without a college. In contrast, they entered the twentieth with sixty-seven colleges, and what the Education Commission described as "a deep commitment to Christian learning." (1967:4)

Naturally, the validity of the word college was particularly important to determine in that growth phase of denominational education, Baptist or otherwise. "It was impossible for the earliest Baptist schools to have been more than academies or high schools for several years after their founding," wrote Johnson. "These students were not prepared for college and university courses." (1955:19) Supporting the theory that not all of the early "colleges" fit the modern definition was a statement from the 1915 catalog of Hillman College, one of the junior colleges which was investigated during this study:

> There are 380 institutions in the South that bear the name of college or university, of which only thirty are recognized as Standard by the Association of Colleges and Secondary Schools of the United States. Fifty or sixty of these are not even prepared to be classified as junior colleges. (1915:9)

Johnson had pointed out (1955:5) that Baptists usually established small colleges with a major emphasis on

theology and classical studies. Speaking of these same colleges, Hester wrote that most of them were born in "hard times" and had struggled against inadequate resources during most of their history. "It is only fair to state," he concluded, "that a considerable number of these small schools were unable to live." (1977:13)

Of considerable significance in the struggle for survival among Southern Baptist colleges was the Seventy-five Million Campaign during 1919-1924, an idea which originated as a drive to raise fifteen million dollars for Baptist schools. This idea caught the imagination of the entire denomination and eventually included other causes in addition to education. The campaign was quickly overpledged and subsequently underpaid causing financial disappointment to the colleges. Johnson reported that before the end of the five year period receipts had dwindled so drastically that:

> A number of colleges which had based their building plans and their debt-paying plans and endowment income estimates upon receiving the full amount of anticipated funds, found themselves still in debt and not sufficiently endowed. Building programs were either then discontinued or, if completed, additional indebtedness was incurred. (1955:50)

Several of the Southern Baptist junior colleges were victims of this aborted effort to help all of the colleges overcome their financial problems. The findings of this study indicated that between 1928 and 1935 eight junior colleges were forced to close their doors because of financial reasons. Added to that loss was a decline of more

than eighty percent in the number of Baptist academies between 1920 and 1938 due to the cessation of funds from the Home Mission Board's Mountain Mission Schools program and the rapid growth of the public high school. Hester reported the demise of the academies simply by saying, "As public schools gradually became available to practically all regions, the need for the Baptist academies passed." (1977:5)

When the Nation regained its financial footing, Baptist colleges began to experience another resurgence which, according to the Education Commission resulted in the growth of faculty and facilities, an expansion which continued through World War II. When the veterans left the campuses some overexpanded colleges were in trouble, but the 1950's saw what the Education Commission called "a tremendous surge of interest and activity concerning education in the Southern Baptist Convention." (1967:5) In the 1960's the surge of interest was reported to have continued with the 1965 enrollment record setting an all-time high to that date. The Baptist Education Study Task, begun in 1965, was an effort to identify and study the issues, problems and opportunities facing Southern Baptist education. Involving more than 8,000 persons in several years of discussion, it addressed twelve major topics of concern from the Biblical basis for Christian Higher Education to Accreditation. Speaking of its value, Ben C. Fisher, the then Executive Secretary-Treasurer of the Southern Baptist Education Commission, wrote:

> The opening of new channels of communication between the colleges and the denomination and between the denomination and accrediting agencies was one of the most significant accomplishments of this study. (Fisher: 1973:1)

The next indepth evaluation and the most inclusive was Earl J. McGrath's 1976-77 Study of Southern Baptist Colleges and Universities. McGrath made no attempt to chronicle the histories of the colleges; so, aside from Hester's chapter on the colleges and universities in his 1977 history of the Education Commission, nothing had been published which would update MacBeth's The History of Southern Baptist Education published in 1966.

Growth of the Junior College

In 1900, only a handfull of two-year colleges existed anywhere in the world according to Thornton (1972: 46). The Southern Baptist Education Commission reported that there were eight junior colleges in the United States in 1900 with a total enrollment of 100. (1964:90) Identification of the first successful and persistent junior colleges was open to discussion due to the lack of a positive definition of this kind of college before the early 1900's. Although Thornton pointed out that the University of Georgia considered in 1859 the separation of its freshman and sophomore years from the liberal arts division (1972:50), not until 1898 did a clearly identifiable two-year college appear in the South. (Day and Mellinger:1973:1)

In a report on the accreditation of junior colleges by the Southern Association of Colleges and Schools, this

"first" of a new breed of institutions of higher learning was identified as Decatur Baptist College (now Dallas Baptist College) which opened its doors just two years after William Rainey Harper called his lower division a "junior" college at the University of Chicago in 1896. (Day and Mellinger:1973:1) Decatur, established by Texas Baptists to be a feeder institution for Baylor University, claimed to be "the oldest junior college in the world" until it became a senior institution in 1965 (Cox:1958:357).

Day and Mellinger clearly saw the forerunners of the two year private colleges in the South as being the many denominational academies, seminaries and secondary schools founded by Protestants during the early and middle 1900's. After 1850, they found, several of the private academies began to offer post-secondary level work in the liberal arts. In almost all cases, the advanced work at private academies was offered in conjunction with the secondary curriculum with the same instructors teaching at both levels and classes held within the same buildings. (1973:1) The natural progression from academy to separate junior college is easily identifiable in Virginia Intermont Female Institute (Cox:1958) which identified with the new two-year college movement in 1910 and was one of the first two junior colleges admitted to the Southern Association in 1925. (Day and Mellinger:1973:7)

The 1928 Annual (1928:486-88) of the Southern Baptist Convention listed thirty-one junior colleges in nine

southeastern states among the denomination's educational institutions which were viable in the year 1927-28. Pattillo and Mackenzie's Danforth Commission report on church-sponsored colleges had identified Southern Baptists as having a "continued interest" in the promotion of higher education since the time of their organization in the middle of the 19th Century; yet they correctly added that the Southern Baptist Convention owned "six theological seminaries but no colleges or universities." (1965:253) It was important to understand that the ownership of collegiate institutions in this religious body rested in the cooperating state conventions. Thus, in 1927, over three score colleges were dependent upon the support of loosely structured associations of churches within a particular state which were called state conventions. Others received assistance from a national body called the Southern Baptist Home Mission Board, (Howard:1967:38) or from an association of Baptist churches in a limited geographical area. (Howard:1967:6)

In contrast to conditions in 1928, the 1978 Southern Baptist Annual (1978:190) listed only seven junior colleges in six states during the year 1977-78. The fact that a large number (twenty-four) of two-year colleges in a particular denomination had either ceased to exist or had experienced a change in configuration in half a century raised many questions concerning the fate of the few remaining Southern Baptist Colleges and the chances for survival of all denominational junior colleges. Specifi-

cally, what had been the history of these Southern Baptist colleges which predated the great upsurge in the American junior college movement shown in the development of community colleges? How many of the Southern Baptist junior colleges which were operating fifty years ago still existed as junior colleges or as part of a four-year institution, and had there been others which subsequently rose to then close, merge or continue until 1977? Most importantly, what could be learned from the history of Southern Baptist junior colleges during the past fifty years which could be applied to the few which remained and to church-related colleges in general?

This study attempted to review the development of Southern Baptist junior college education from 1927 through 1977. An effort was made to assess the reasons for the demise of some of the institutions, to trace the transitions made by others to a new status and to predict the chances for survival of the remaining seven.

Research Questions

A visit by the writer in 1977 to the national offices of the Education Commission of the Southern Baptist Convention established the fact that no specific study of Southern Baptist junior colleges had been conducted although several broad, general histories of Southern Baptist educational efforts since 1821 had been made, the last published in 1967. (MacBeth:1967) In that publication the two-year colleges were mentioned in passing several times

and one paragraph was dedicated to their development.

Similarly, a 1977 volume, which was actually a brief history of the denomination's Education Commission, listed the junior colleges supported by the denomination and also described their development in one paragraph. (Hester:1977) Only the 1976-77 McGrath Study which was supported by a grant from the Lilly Endowment of Indianapolis examined the Southern Baptist junior colleges in the same light as the universities and colleges of that religious body and that study was in no way intended to be historical.

A yearly listing of the junior colleges could be obtained from the Education Commission of the Southern Baptist Convention along with an analysis of the subjects offered in the previous year. The only current descriptive information concerning the two-year schools, other than that found in their own publications, was found in the annual Directory published by the Education Commission. This included a picture of each college plus approximately 200 words of copy for each.

This lack of specific study of the junior colleges was surprising since they have numbered at least thirty-one in the past fifty years and it was likely that a significant amount of money must have been contributed to their maintenance as indicated by the June 1977 total value of property and endowment of the seven remaining junior colleges--$52,680,965. (Southern Baptist Convention Annual: 1978:190)

A subsequent visit to the Historical Commission of the Southern Baptist Convention in Nashville, Tennessee, interviews with members of the staff of the Education Commission of the S.B.C. and contacts with the historical collection librarians of four Southern Baptist universities confirmed the availability of a wide base of both primary and secondary data sources on the denomination's junior colleges.

The data collection phase of this project involved an attempt to answer the following research questions:

1. How many Southern Baptist junior colleges existed in 1927 and where were they located?

2. When were they started and under what circumstances did each of these institutions evolve?

3. How many of the Southern Baptist junior colleges which existed in 1927 were still operating in that configuration in 1977?

4. When one of the Southern Baptist junior colleges ceased to exist, what were the circumstances surrounding the failure?

5. When did some of the junior colleges assume four-year status?

6. How many junior colleges were initiated by Southern Baptists following 1927, where were they located and how long did they operate?

7. Did the other five major denominations currently operate junior colleges, and if so, how many?

8. What had been the status and trends in enrollment in Southern Baptist junior colleges in the past ten years?

9. To what extent did the budgets of existing junior colleges reflect serious financial problems?

10. To what extent had existing Southern Baptist junior colleges changed their role from emphasis on the liberal arts to continuing education and adult education to meet current educational needs?

11. If they had not changed their role, what factors had prevented or impeded the response?

12. What was being written about the future of church-related educational institutions in general in current publications?

13. What was being written about the future of Southern Baptist educational institutions?

14. What changes should be made to help ensure the future vitality and the possible expansion of Southern Baptist junior colleges and church-related junior college education in general?

Definition of Terms

ACADEMY - a private secondary or high school. Originally, the denominational academies offered lower-grade work, particularly in rural areas where the public school systems were either sub-standard or non-existent. Academies were tuition schools and usually provided boarding facilities. Coeducation was rare in these institutions but there were a

few "female" academies. Noble (1938:120) says that the courses of study were drawn up by the master and the board of trustees with the result of much variability in the curricula. The subjects necessary for college entrance were usually included since many academies had been designed as feeder schools for established colleges.

ASSOCIATIONS - organizations of local Baptist churches in geographic areas of widely varying dimensions. Associations supply training opportunities and promote denominational programs of all varieties. These groups were very active in organizing and supporting academies and later colleges to fill a local need.

CHURCH-RELATED - a designation given to colleges which show a wide range of relationships to their churches such as church representation on the board, church ownership, church financial support, educational aims linked to a particular denomination, acceptance of denominational standards or use of denominational name and preference for church members in the selection of faculty and administrative personnel. Also called church-college, church-affiliated, church-sponsored, denominational, and sectarian. The degree of religious orientation varies dramatically according to the conservatism of the supporting body.

DENOMINATION - a particular sect or religious body with a specific name, an organizational structure and any number of agencies which it supports in some measure.

EDUCATION COMMISSION - an agency of the Southern Baptist

Convention which is responsible for the work of the denomination's schools and colleges. Headed by an Executive Secretary, this is a policy-making board with no direct control and no money to finance the institutions which it advises.

HISTORICAL COMMISSIONS - state organizations dedicated to the collection and cataloging of historical data and artifacts which pertain to Southern Baptist history in that state as well as denominational history. Collections are housed in the libraries of Southern Baptist universities. There is also a denominational historical commission which extends its activities to the publication of information in book and pamphlet form.

INDEPENDENT COLLEGES - those non-tax-supported institutions not having denominational ties.

PRIVATE COLLEGES - non-profit institutions duly licensed in accordance with state requirements. They may be further divided into the categories of independent and church-related.

PROTESTANT - any Christian church which resulted from the reformation, therefore excluding Roman Catholic and the Orthodox Eastern Church. The major Protestant denominations (according to membership) in the United States are Southern Baptist, United Methodist, Lutheran Church in America, United Presbyterian in U.S.A., Protestant Episcopal and American Baptist Churches U.S.A.

S.B.C. - popularly used abbreviation for Southern Baptist

Convention.

SECULAR COLLEGE - institutions which are not constitutionally connected with any religious order or denomination and which were founded with the conviction that religion should be excluded from civil affairs, especially education. All public schools would be considered secular as would private (independent) non-profit-making institutions and profit-making institutions.

SOUTHERN BAPTIST CONVENTION - the national, policy-making (not governing) organization of Southern Baptists which provides program direction for 13,083,199 members (figures from 1978 Southern Baptist Annual) who belong to 35,255 churches in fifty states. It derives its budget from a Cooperative Program to which local churches allot a portion of their offerings. These monies provide for administrative overhead, its wide-spread missions programs and the support of its six theological seminaries. This body provides no direct financial support to any of the fifty-three Southern Baptist colleges and universities which operate independently under the supervision of an Executive Secretary and an appointed Education Commission.

STATE BAPTIST CONVENTION - thirty-three (as of 1977) loosely knit groups of highly diversified and strongly independent Baptist churches. Some state conventions include the churches in only one state while others in areas where Southern Baptists are not so numerous include several adjoining states. Each "convention" is directed by an

executive secretary and an elected or appointed board which provides guidance for all of the Southern Baptist agencies in that state including the colleges. A portion of the Cooperative Program monies donated by the local churches is used to support the colleges and other state-wide programs. Money given to the colleges can be used for both current and capital expenses.

Assumptions and Limitations

This research was based on the following assumptions:

1. Some of the thirty-one Southern Baptist junior colleges which were in operation in the year 1927 were still in existence fifty years later as junior colleges, as four-year colleges with the same name or as an integral part of another Southern Baptist institution to which the junior college had lost its name.

2. Some of the original colleges had assumed private status and/or would have been assimulated by a state system of education.

3. Some of the seven Southern Baptist junior colleges which were in existence in 1977 were created in the last half of the fifty-year period under investigation.

4. Some of the colleges in existence at the time when the study began would have ceased to exist for a variety of reasons.

5. Reasons for the closing of Southern Baptist junior colleges could be used to identify patterns of

decline such as inadequate financing, low enrollment, loss of denominational support or competition from nearby colleges.

6. Reasons for the decline of church-related two-year colleges in the past could, when identified, be correlated with problems existing in the present ones.

7. It would be possible to identify factors which account for the survival of junior colleges over the past fifty years.

8. A list of factors influencing survival of the two-year college, along with suggestions from educational experts could be compiled and shared with interested persons.

Several limitations were imposed on this investigation of the fifty-year historical development of the Southern Baptist junior colleges which were functioning in 1927:

1. No attempt was made to identify the junior colleges which were supported by the denomination before 1927 but had closed by that time.

2. No effort was made to investigate the other facets of the Southern Baptist educational system such as theological seminaries, universities, senior colleges, Bible school and academies.

3. When a former junior college was known to have changed configuration during the fifty years, no further investigation was made of the progress of that institution.

4. The identification of junior colleges supported

by the five other major Protestant denominations was limited to those institutions which were in operation in 1977 since the tracing of the history of junior college education in other denominations would have demanded a much broader scope than that for which this study was designed.

5. The identification of additional denominations or religious sects which were supporting junior colleges in 1977 was not attempted.

One of the purposes of this research was to distinguish factors which could endanger the success or even the survival of existing church-related junior colleges and to compile suggestions or recommendations such as increased enrollments, enlarged endowments, and more relevant curricula which could influence the institution's operation. This process was not construed as license to segregate any institution for criticism or to predict its chances for success in the future.

CHAPTER 2

REVIEW OF RELATED LITERATURE

A review of the literature pertaining to two-year denominational colleges necessarily encompassed what had been written concerning the problems, the progress and the prognosis for the future of all of private higher education. In addition to several recent comprehensive studies by major Protestant denominations since 1965, private higher education including the church-related colleges had been analyzed in studies funded by the Danforth Foundation (1965), the National Association of Independent Colleges and Universities (1978), the National Council of Churches of Christ (1978), the American Association of Community and Junior Colleges (1969), the Center for the Study of Higher Education at Pennsylvania State University (1974), the Center for Study of Liberal Education at the University of Arizona (1976), the Ford Foundation (1976), and the Carnegie Foundation for the Advancement of Teaching (1976) among other groups.

Each major study which was reviewed and the individual authors expressing opinions in magazines, books, journals and newspapers spoke of the contributions which private higher education had made to the overall growth of American education. They recorded also the problems which it shared with the public sector, and the particular woes

of institutions which were highly dependent on financial sources other than the tax dollar. An attempt was usually made by the analysts to offer suggestions for the future which might enable private higher education to weather the concurrent storms of lowering enrollment, wildly escalating operating costs, and generally declining belief in higher education as a cure-all. Few distinctions were made in the literature between church-related colleges and those private colleges not connected with any religious group since most authors recognized the commonality of the problems of both types of institutions. Especially inclusive of all facets of private higher education were the warnings issued that some of the colleges might not succeed in the next few years for a number of widely varying reasons.

Value of Private Higher Education

The value of private higher education was expressed by most writers in three basic themes: its diversification function; its economic value; and its spiritual and ethical contributions. Describing private colleges and universities including those which were church-related, Edward B. Fiske, Educational Editor of the New York Times, wrote:

> Our whole society would be poorer without flourishing private colleges and universities proudly committed to the faiths of different religious denominations . . . . Independent colleges promote diversity. We live in an age in which pressures toward uniformity, bigness and centralization of control are enormous. This is unfortunate in any area of our lives; in education, it is disastrous. (1976:37)

MacKay contended that the private colleges had played too vital a role in American education to be overlooked at what he considered to be a "critical moment" in the history of higher education. He saw them to be "as much a precious part of the American heritage as the principles of church and state in the tax-supported institutions." (1969:36) Benezet called for the preservation of private colleges on the grounds that private education is important to the United States for educational reasons rather than for reasons of just preserving some institutions. (1977:3) "A counterweight to what otherwise would be a public monopoly of higher education" (1976:3) was Bowen's description of private colleges which he considered to be of value to the general educational scheme and worthy of strengthening. This position was reinforced by Terry who postulated that "dimensions of higher education, particularly moral and ethical dimensions must generally be added by independent schools." (1975:47)

MacKay labeled the private colleges "a strength in the American system of higher education which can never be measured in dollars" (1969:48) and Carnabui stated, "Whenever an institution closes we lose a part of the diversity which gives American education excitement and vitality." (1978:4) "We will always need the flexibility the private sector gives to higher education as a whole and the stimulation it gives to the public sector," wrote the Carnegie Council on Policy Studies in Higher Education. It

continued that American society benefits from the competition between healthy private institutions and healthy public institutions. Listed, among others, were the following reasons for considering the private sector to be valuable: independence of governance; diversity; long-standing traditions; devotion to liberal learning (ninety-five percent of all liberal arts colleges are private); attention to individual students, and contributions to the cultural life of many small towns. (1977:5-7)

Diversity was a word frequently used to describe the major contribution of private higher education. "The private sector offers a diversity in program and value orientation that the public sector apparently cannot supply," wrote Andrew and Friedman in their Study of the Causes for the Demise of Certain Small Private Liberal Arts Colleges in the United States. (1976:I:1) They continued:

> It provides an alternative means of education for many who for different reasons would find public universities uncomfortable. It has substantial economic and cultural value to many local communities. It competes with public education; hence it should encourage innovation and relevancy in both sectors.

"An independent academic estate both enhances the diversity of American culture and helps to preserve personal and group freedom," proposed the National Commission on United Methodist Higher Education (1976:25). Astin's studies revealed that private institutions seemed to foster greater student change than public institutions in almost all areas including academic and nonacademic involvement and

the implementation of career plans. He additionally found private college students to be more satisfied with the quality of their instruction and with their relationship with faculty. (1977:244)

> Perhaps the great contribution of these private institutions, beyond training talent for the nation, has been diversity: the rich variety that colleges like this lend to the American educational landscape,

stated Pelham and Fadil (1977:4) while the Carnegie Foundation for the Advancement of Teaching reported:

> The private sector provides about one-fifth of all student places, about one-half of the highest quality graduate training and research, much of the diversity within higher education, and special opportunities for innovative experiments. (1976:9)

Economically, the private sector was also recognized as being increasingly valuable. Specifically, some writers considered it to be in the interest of the government to assist the preservation of the private sector since it has special contributions to make within the total system of higher education and it reduces the burden on public funds, especially state budgets. Father Paul C. Reinert, former President of St. Louis University, argued for the preservation of the private college as an economic necessity when he said, "Reduced to simplest terms, either the private sector is rescued by fewer dollars or the public sector will have to take the whole load which means that many times the rescue dollars will be required." (1972:38) He further believed that if the private sector collapsed, the severest strain would be upon already hard-pressed public budgets to either absorb or supplement institutions previously funded

by private sources.

"One of the most striking but least recognized contributions of the independent sector is the lower level of taxpayer expenditures that result from the provision of educational services by independent colleges," claimed the National Commission on United Methodist Higher Education. They explained that to the extent students are educated in the independent sector, where only a small portion of the costs of their education is borne by the public, the state either saves the tax funds that would otherwise have to be expended on the education of these students or saves the social costs of failing to educate them. (1976:28) Bowen claimed that taxpayer relief provided by private colleges amounted to many billions each year (1976:3). More specifically, Silber, in his article on financing the independent sector in Individualizing the System, spoke of private colleges as subsidizers:

> The independent sector subsidizes the taxpayer to the extent of at least $8 billion a year--$6 billion in operating expense and $2 billion in annualized capital expenses . . . . At current levels, the independent sector is the golden goose that provides a dollars worth of egg for every $.06 of federal and state ration. (Vermilye:1976:109)

Looking at the economic contribution of the private college from a different perspective, the Carnegie Council on Policy Studies in Higher Education estimated that if the states had to absorb students in private colleges into public institutions, the net cost would be five billion dollars a year. (1977:1)

The role of a consciously religious institution was viewed by Pace as an important one in "preserving the valued diversity of American education." (1972:36) He urged all private colleges to develop distinctive environments based on social realities and not catalog rhetoric, a point emphasized by Newport:

> Statements about purposes and rules should be clearly stated in catalogues and admissions counseling. Rules should be stated in positive terms. Students should see the purpose of a Christian school is to create a life-style which is an alternative to the lifestyle in public and secular schools. (1976:12)

Boling characterized the independent church-related colleges as "seedbeds of moral and spiritual values." (1977: 12) Their value to society was also praised by President Jimmy Carter in a December, 1977 White House statement which preceded a meeting with twenty representatives of seventeen major denominational groups involved in Christian higher education through about 800 colleges and universities:

> One of the greatest needs of society today is finding new ways to develop responsible moral education. The church-related college . . . has the opportunity to espouse in a new and fresh way the dignity and worth of the individual and to instill in the student the social sensitivity and the moral courage which good citizenship requires.

"One of the few bridges between communities of learning and communities of faith" was Marty's description of church-related colleges. (Parsonage:1978:309); Hull characterized them as "communities which are held together by a vision which makes a major difference in their conduct" (1974:5).

Problems for Private Colleges

As important as all private colleges may have been or currently are to the American higher education scheme, the question of their survival is paramount in the face of a basically static student base, greatly accelerated institutional costs and increased pressure from the cost of living on the budgets of most families. The May 29, 1978 U. S. News and World Report described the current economic squeeze on colleges as a "life and death" struggle (1978:64) and reported that small private colleges have been particularly hard hit due to their high tuition-dependency.

In his 1974 curricular and cost analysis of the independent two-year colleges of America, Meeth described them as having survival as their major goal. "They are alive," he wrote, "some are poor, some are healthy, but all want to see the 1980's." (1974:11) Whether many of them will reach that goal was questioned by Benezet, who stated that "most private colleges after three decades of prediction that it would happen are, in fact, pricing themselves out of the market." (1977:2)

This same negative mood characterized Bowen's claim that "in spite of the important service rendered by the private sector, it today faces a bleak financial future" (1976:4) while Blai asked why they should survive unless "they fulfil a need and serve a great purpose?" (1975:9) "A trifle pessimism about the future of private higher education as we now know it or have known it," described

Nyquist's perspective. (1971:6) He was convinced that only the private institutions will survive which are better in quality and more innovative than their public counterparts and that even among these, greater efforts must be made to plan ahead and to allocate scarce resources wisely.

Terry felt that it should be obvious that not every independent institution can or should be saved: "Possibly some of them should never have come into being in the beginning and their demise would go relatively unnoticed." (1975:47) Anderson and Andreas wrote, "many small colleges throughout the nation are in serious financial trouble and their prospects for the next several years are indeed glum". (1978:24) Martorana et al. singled out the private two-year college as one group for which the problem of survival seemed most crucial (1974:5), blaming that plight in part on continuous inflation, current general public disallusionment with higher education, competition from public institutions and declining enrollments caused by slow institutional response to changing societal needs.

Time's January 15, 1979 Education section painted a gloomy picture for the private sector:

> For America's 1,500 private colleges, the 1970's have proved as much a time of retrenchment in higher education as the 1960's were a period of headlong expansion. Ten colleges shut their doors in 1978, bringing the total of closings for the decade to 129, more than double the number of new colleges which have opened. The campus kill ratio seems sure to soar in the years ahead. A Carnegie study predicts that as many as 300 institutions will vanish through the 1980's. (1979:38)

Running as a common theme through all references which led the reader to believe that private higher education was in serious difficulty were the problems caused by declining enrollments and rising costs. "The squeeze has come from both sides and shows no sign of letting up," wrote Kershaw in his report to the Ford Foundation, "and all this puts a premium on the ability to adjust rapidly." He continued that long lead times were necessary to make radical changes and most educational institutions, particularly the small ones, "weren't very good at that." (1976:9) "For most private colleges," lamented Shulman, "institutional decisions must now take place in the context of restricted financial circumstances that tend to dwarf all other considerations." (1974:52)

Predictions of Success

Not all educators and observers predicted either a rapid demise or a very rocky road ahead for private higher education. Kirkwood saw the troubles of the private two-year college as not being much different than those of public institutions. (1975:8) Although it is obvious that many private junior colleges suffered an enrollment decline in the early 1970's, according to Pelham and Fadil, "there are strong indications that there is a resurgence of interest in the independent two-year college." (1977:4) While McGarrell's July 31, 1978 article in the Chronicle of Higher Education reported that "50% of the two year colleges were considered to be in a weak financial condition,

according to a 1976-77 Bowen-Minter study," John Bowen, himself, wrote of this kind of evaluation:

> Our surveys show that the financial position of the private sector has been holding remarkably steady. Assets and net worth have grown, debt is being paid off and few institutions have experienced chronic deficits. (1978:6)

The chance for many church-related colleges to exist in spite of the intensity of their current financial problems was expressed by Landrum Boling, Chief Executive Officer for the Council on Foundations:

> The church college is today embattled; it is, to be sure, a kind of endangered species; but it has, I am convinced, a tremendously important role to play in this present culture and for long, long years ahead. (1977:13)

Relief from the pressures which surround this type of institution was seen by Wise, who stressed the reservoir of potential allegience to the college among faculty and students (1969:62). "Still on the threshold of their future" was Kirkwood's analysis of the chances for survival of the two-year colleges, both private and public. (1975:1) This cautious optimism was expressed by the Carnegie Council in their The States and Private Higher Education. They reported finding no evidence that a large number of private institutions were about to disappear from the scene. Speaking of the academic years 1967-77 they wrote:

> "Private institutions were more numerous than ever before in history, had their highest total enrollments, and experienced a greater enrollment rise than comparable public institutions." (1977:5)

Upon the completion of their 1976 report on enrollment trends in church-related colleges, McGrath and Neese wrote:

> To suggest that the day of the church-related colleges has passed is not only misleading, it is detrimental to our unique system of higher education and harmful to a confused social order seeking a stable concensus on the values which may give meaning to a democratic society. (1976:4)

Similarly, after studying forty-five colleges affiliated with the Lutheran Educational Conference of North America, Alan Pfnister concluded:

> I am neither prepared to accept the gloomy predictions of some who see virtually little in the way of private higher education by the year 2,000, nor . . . to ignore the fact that some institutions now in existence will probably have disappeared by the year 2,000. (1975:11)

Not ambivalence but success was predicted by Richard Anderson after he conducted a study at forty colleges in 1975-76. Using longitudinal financial and environmental analysis in addition to an interview and questionnaire survey of key administrators, he wrote in the Journal of Higher Education that the Protestant colleges which had retained a special and closely-knit environment permeated by a unique religious enthusiasm were prospering better than their counterparts which had secularized. Administrators of the committed colleges were generally more optimistic about the future; their enrollments had increased more rapidly than that of Protestant schools which had secularized and their average resources accumulated more rapidly than the later group which were "usually

indistinguishable from many state colleges." He concluded that a distinctive educational environment may be an indispensible competitive asset in the uncertain decades ahead. (1978:30-45)

Merrimon Cuninggim's "proclaiming church," an acknowledged partner of the church which takes seriously both its intellectual and its ecclesiastical character (Parsonage:1978:35) was the type of college which Anderson saw as the most secure. Pattilo-MacKenzie labeled colleges with a definite commitment to the denomination as "Free Christian" (1965:69) and Pace believed that the colleges established by major Protestant denominations which retained a close connection with the church would be most likely to survive. (1972:xii)

"How shall private higher education be saved? Or should it be?" asked Pray et al. in 1975. They continued that the more relevant question was:

> What institution in private higher education would be worth saving and in making that judgement, how can we identify the vital signs that would suggest any institution is worth the saving try, or identify the signs which precede or signify clinical death. (1975:46)

Suggestions for Change

That there must of necessity be many internal changes if private colleges are to be able to continue to make their unique contribution was the general consensus of writers on the subject of higher education. The "crises" atmosphere had abated wrote Johnson in 1978, but it had been replaced with the realization that "the steady financial pressure had

become a part of the environment for private, liberal arts colleges." How they coped with it, he believed, would in large part determine their future place in the postsecondary education system. (1978:29) Among the copeing processes most frequently suggested was an emphasis on the uniqueness of the private college; a re-examination of the curriculum; a revision of recruiting and admissions procedures; a dramatic reorganization of the management of resources, and a closer relationship of the supporting denomination.

"We must accept our uniqueness," wrote Elton Trueblood in his The Redemption of the College. (1976:ii) "Our success lies in the frank acceptance of a unique vocation, providing, therefore, a valid option which the wholly secularized institution is not free to provide." MacKay's study of private colleges also stressed the connection between uniqueness and success:

> The private two-year colleges which have consistently promoted their unique role as free and flexible institutions, capable of moving with ease and alacrity into new fields of experimentation, now have a chance to prove it. To do less, would deprive them of one of their most persuasive selling points. (1969:47)

Davidson was concerned with what he saw as a tendency of Lutheran Colleges to be like other institutions, a trend which might cause them to lose their uniqueness. "We must halt the momentum and change the direction," he said at an annual convention of the Lutheran Educational Conference of North America (1973:5). "The challenge to church-related colleges is to maintain a certain distinc-

tiveness," wrote Pfnister. (1975:12) Religious distinctiveness was also the quality which Wagner and Hovice recommended as most important:

> During the years from 1960 to 1974 in particular, all American private colleges faced a time of severe financial distress. Obviously, it is difficult for church-related colleges to survive in such circumstances and the future of such colleges does not look bright. Most likely, colleges in the near future will retain such religious distinctiveness as they have only in so far as they succeed in maintaining financial solvency. (1977:3354)

In his review of the status of small liberal arts colleges which included the church-related sector, Richard W. Jonsen of the Western Interstate Commission for Higher Education declared that these colleges needed to accommodate themselves to radical changes if they are to survive. He believed that colleges of this type would survive because of the attractiveness of their programs, their distinctive environment and their heritage. (1978:44) In Values, Liberal Education and National Destiny, McGrath emphasized the imperative for change when he wrote:

> Anyone willing to face the facts must abandon the macabre-like attitude that if they (the private colleges) simply continue the purposes, policies and practices of the past, everything will somehow turn out allright. (1978:5)

One area where change could and should be instituted, in the opinion of many, was the curriculum of the private colleges. Cohen and Associates viewed the curriculum as the embodiment of the philosophy of any college:

> Every time a student is encouraged to pursue one topic and discouraged from pursuing another, or provided with opportunities to study some phenomena but not

> offered the means of studying others, some philosophy of education is being served, albeit unwittingly. (1975:154)

"We may have had a good, successful pattern," said Davidson of the colleges which belong to the Lutheran Educational Conference of North America, "but it may be necessary to change to remain effective." (1973:8) He pointed to inadequate curricula as one of the fundamental and real problems of private junior colleges. Whether to shore up the traditional liberal arts program to make it more attractive, to switch in the opposite direction and offer more business and technology courses, or to work toward a happy medium, thus reaching a greater potential student body was the question most frequently addressed in the literature. MacKay discovered that the private junior colleges which appeared to be in the soundest financial health were invariably those which had already developed extensive programs of experimental offerings and community activities (1969:67) and Jonsen urged private colleges to "shift to programmatic emphases that respond to the needs of the 'new' client." (1978:46)

Pfnister, on the other hand, warned against moving too quickly into non-traditional forms and structures. "They can have a significant impact upon the existing program," he wrote, "and an institution moving in new directions should be prepared to take the consequences." (1975:27) Blai (1975:9) was concerned that private junior colleges would become too involved in competition with the

more affluent public colleges, a view shared by Hall who wrote:

> The liberal arts college must also provide curricula which are career-oriented . . . but must exercise caution in developing specialties its resources cannot sustain. An expansion of programs in cooperation with other institutions may be appropriate in technical areas, but career specialization compatible with the purposes of the institution should be given prominence. (1977:4)

The concept of attracting students (and thus staying fiscally solvent) by adjusting the curriculum to meet their needs and interests was not viewed favorably by all observers. "Care should be taken not to fall into the trap of vocationalism," wrote Lindaman as he urged educators in private institutions to find new ways to bring the liberal tradition into a supporting dialogue with career education. He continued:

> Careers have a chance to change the world; jobs are subheadings under careers and are only tools being used by those with a much wider vision of the future. Both are needed, but holistic visions for the future are needed much more. (1978:336)

Maramarco asked, "If too many liberal arts colleges assume the colors of vocational schools what reason has the public to support such hybrids?" (1976:52), and Botstein spoke of the current suspicion, contempt and rejection of liberal arts with "the rush to career education as an effort to move the young into established society without the experience of serious re-examination." (1976:24) This fear of an imbalance in the educational options offered to the student of the future was echoed by Smiley (1977:11).

Calling technology a "headless monster" which could dictate human values and goals and affect the course of history and the personality of the individual, he was highly in favor of a liberal education that "helps the student understand the importance of causes and effect and the relationship between different kinds of knowledge."

Although the pursuit of an expanded mission may have immediate financial advantages, not all denominational observers were in favor of that trend as evidenced in a statement by Kruchwitz:

> To try to compete with public institutions in supplying whatever is asked for is to do little toward diverting Western society from its . . . ride toward technological disaster. Church-related schools must do something more. (1976:10)

The "more" was defined by Cothen as "meeting the needs of young, growing expanding minds as they are about to go into a world that is basically hostile to the faith which they hold." (1976:45)

Enrollment and Recruitment

Who would be educated by the private college in the future was a question raised by many. "The new circumstances of the college-going market cannot be ignored," wrote Pfnister. (1975:18) He stressed that it was impossible to indicate how each institution should respond to the dual problems of recruitment and retention since the response would be in terms of each institution's own history, present clientele, and state of flexibility for change, but mentioned older learners, part-time learners

and off-campus students as part of the new clientele.

Recognizing that colleges which have previously relied heavily on the enrollment of eighteen to twenty-four year olds face a problem as the number of these persons declines, Stanton emphasized effective recruiting which included much more personal attention to the student of all ages, special programs for the life-long learner and increased opportunities for students to learn away from the campus. (1974:37-43)

Haslett called for a total admissions effort involving faculty, students, alumni, parents and friends as "the key to success." (1976:52) Meeth's studies, however, led him to the conclusion that no one can assess why one college is more successful in recruiting students than another, nor was there any way, on the basis of past experience in the recruitment area, to predict what the success rate would be for the future. (1974:64)

Management of Resources

"Greater efforts must be made to plan ahead and to allocate scarce resources wisely," cautioned Bowen (1976:8). Andrew and Friedman identified the "quality of management" as one of the five factors which underlay the problem of financial stress in the private college (1976:II:60), and Martorana et al. reported that "repeated observations can be noted of the possibilities for financial savings and stabilization of institutional existence through use of better management techniques." (1974:7)

"Many private colleges evidently still have time to redeem themselves," wrote Meeth, "provided that they can muster all their energies in more than temporary activities." (1974:173) He cited the urgent need for attitudes of self-renewal, trained management skills and careful long-range planning if institutions were to survive and concluded that "the major cause of the economic dilemma of the private college . . . must be poor management." (1974:160) In this same vein, Blai forecasted "a major financial management challenge" as one of the main problems faced by private colleges, both church-related and independent. (1975:7)

Heilman defined management as "a process and activity directed toward the realization of maximum results in accomplishing stated purposes within available resources." He attributed the management problems in the denominational college to loss of confidence, waste of financial, physical and human resources, willingness to maintain the status quo and a lack of vision on the part of academic leadership. As a management blueprint which should lead to progress in church-related colleges he offered the following points:

1. The translation of mission and purpose into programs and services the public can understand.

2. The identification of publics to which the college can look for direction, encouragement, criticism and support.

3. An understanding of where the college is going and how it expects to get there.

4. The adequacy of leadership, staff and organization.

5. The importance of capitalizing on present strengths rather than trying to become something else.

6. A commitment to market well all that our college is and can become. (1976:18)

Relationship to Denomination

Pace, in his book Education and Evangelism, concluded, "the more firmly and zealously a college is related to a church, the more clearly it emerges as a distinctive environment." (1972:36) "Perhaps more important," wrote Ricklefs in his analysis of some church-related colleges which were prospering, "is a sense of identity which the recovery of their religious tradition gives to them." He further observed that in the competition ahead, the prerequisite to any institution's success is a clearly articulated character and purpose that "will distinguish it from the rest of the pack." His conclusion was that if a college is rooted in religious tradition, this may be the most likely source of its identity. (1976: 11)

Cothen called for complete openness with the denomination about the problems which the college was facing when he said, "There must be a carefully articulated effort on the part of the institution to continue communications with the sponsoring body" (1976:43), and Roberts wrote of the South Carolina Baptist colleges which received over two

million dollars in 1977 from the churches of that state:

> Their only justification for being is offering a quality and distinctiveness in education not available in any other setting. That distinctiveness must be firmly anchored in the Christian ethic. It must be proclaimed to all who enroll, and this without apology. (1978:3)

In spite of the opinion held by many that colleges which claim to be church-related would find it in their best interest to cultivate that role, Rainsford, of the National Institute of Colleges and Universities, pointed out that many colleges have scrambled "in unseeming haste" to divest themselves of their church relationship (1979:30), and Parsonage talked of "two-faced claimants" or "outright imposters" who say one thing to Washington and something else to church headquarters. (1976:31) Sproul concluded that many denominational colleges were influenced to pull away from the church for practical, emotional and philosophical reasons which included finances, faculty recruitment, competition and what he described as the "shibboleth of academic freedom." He cautioned administrators to be more aware of the possible causes of death of Christian colleges. "There are no guarantees for their endurance," he wrote, "but there are safeguards." (1977:21)

Colleges of Other Denominations

The desire of every denomination's educational hierarchy and of the professionals in church-related colleges to maintain their institutions was frequently expressed in statements designed to strengthen the church-

college relationships. As outlined, periodically (at intervals of not less than four or more than eight years), the congregations of the Lutheran Church in America review the "covenants" they have established to define the nature and expectations of the relationships between the synods and the colleges which they support. Thus the denomination and the college were urged "to affirm the authenticity of each other's ministry and to identify ways in which they can assist each other to fulfill their respective callings and to respond to their common concerns." (Lutheran Church: 1976:8)

Similarly, a brochure published by the Mission in Education and Health of the United Presbyterian Church, U.S.A., ended with a plea for interest and support:

> Your Presbyterian-related colleges need your active concern and challenge . . . if you believe that the Presbyterian-related institution is an important outpost of the Kingdom of God, that the kind of education that takes place there not only insures strong citizens for a free land but also informed Christians for the Church, then make your voices heard and your support felt! (Peel:1976:6)

An explanation of the need for Methodist-supported higher education was offered by Woodrow A. Geler in the preface to Church Colleges Today:

> The church supports colleges today because in them men and women are most profoundly engaged in the search for the meaning of the person. Here church and college are natural allies in resisting devaluation of the individual, in developing the gifts of the individual. Here church and college join in enhancing the person's creativity, in helping the unique individual toward the attainment of wisdom and social responsibility. (Geler: 1974:9)

Concern for the future of the United Methodist colleges was also expressed by Elliot et al. (1976:20) They pointed out that their denomination claimed 232 colleges and universities in 1899 as compared to 107 in 1976. For the great difference in numbers they offered this explanation:

> Some closed but many exhibited remarkable resiliency. Many merged their assets to build new and stronger institutions. This evolutionary pattern has continued through the past century. The thrust has been a reduction in the number of institutions in the name of the church as well as a strengthening in the nature and support of these institutions.

Speaking of the nine Protestant Episcopal colleges which were still serving the denomination, Arthur Ben Chitty (1976:21) wrote:

> All accept the church's theory that a man's spirit and character must be nurtured in the light of God's teaching, this at a time of secularization in education. Historically, they are only a remnant but for higher education in the Episcopal Church they are a saving one.

Shirley M. Jones, Executive Director of the American Baptist Division of Higher Education, saw the necessity of finding new ways for the denomination to relate to its colleges especially those which are no longer completely dependent. In an interview with The American Baptist magazine she said:

> The church needs to stop being defensive about institutions which are no longer in a dependency relationship. I think the church needs to celebrate that those institutions are able to operate as partners with the churches which brought them into being. As a partner with a college . . . we can engage in dialog about values . . . . We can make a statement to an institution which is 'part of a family' which we could not otherwise make. (Corbett:1978:41)

There was little doubt that the 1970's have been a time of challenge and even crises for private colleges, particularly church-related colleges. The literature indicated that they share all of the general problems facing independent colleges at a time of retrenchment, but also face some special problems and questions of their own--problems of purpose, self-doubt, support and perhaps even survival. The church-related junior college may be the most severely affected in the face of competition from the community college which appears to be in a position to offer so much more for sometimes a dramatically lower cost.

Southern Baptist Colleges

As early as 1968, Hester catalogued the problems which were facing Southern Baptist colleges and universities with increasing intensity. Among them he listed the fact that the number of Baptist students who were attending Baptist colleges was declining in proportion to the number attending tax-supported schools. He also stressed the necessity to cultivate and seek to keep an amicable working relationship with the Baptist people. "It is apparent," he wrote, "that most members of the Baptist constituency are not hostile to the colleges, but are simply uninformed and indifferent." (1968:88)

Eight years later, the Executive-Secretary Treasurer of the Southern Baptist Education Commission evaluated the support which was being offered by the supporting constituency:

> While it would be unrealistic to suggest that Baptist colleges as all other institutions do not have serious problems and face difficult days ahead, there is also much cause for renewed hope and confidence. The vast majority of our schools are still operating in the black which is a tribute both to school management and to the generosity of our Baptist people. (Fisher:1976:4)

At a June, 1976 National Colloquim on Christian Education, conducted by the Association of Southern Baptist Colleges and Schools, nine hundred representatives of all the denomination's seminaries, universities, colleges and other academic institutions unanimously accepted a series of Reaffirmations (Hester:1977:82) with which they challenged the denomination to continue its strong interest in education. In part they wrote:

> As we look to the third century with confidence, we reaffirm our allegiance to the covenant relationship between our churches and our schools, a covenant which finds its unity in the purpose of God, the mind of Christ, the work of the Spirit, and the authority of the Scriptures, and which causes the churches and the schools to work together in freedom and faithfulness.
>
> We further reaffirm that providing Christian education is, for Baptists, not optional, because it is our response to the mandate of our Lord to know and to teach the truth, and to the clear intent of the Scriptures that God shall not be left without a witness to the minds of his children.

A direct result of the colloquium was what Hester refers to as "the largest study of church-related colleges ever undertaken." (1977:89) Subsidized by the Lilly Endowment and conducted by Earl J. McGrath, Director of the Program in Liberal Studies at the University of Arizona, this extensive study of forty-nine Southern Baptist colleges and universities resulted in a wealth of information which

has been extensively published and distributed for review by the administration and staff of each of the participating institutions. In his 1976-77 Study of Southern Baptist Colleges and Universities McGrath reported that while in the past ten years private institutions all over the United States had increased their enrollments by only ten percent, during the same period Southern Baptist institutions had increased their enrollments by thirty-one percent. (1977:43) During that same period, the financial support of the Southern Baptist colleges by the individual state conventions had increased by greater percentages than the enrollments. This favorable progress as a group, however, should not, McGrath warned, conceal the fact that a few Southern Baptist institutions were experiencing financial stress and some might be in serious financial difficulty. (1977:96) McGrath concluded his study of Southern Baptist educational institutions by stating that they are confronted by educational and financial problems, "but as a group are in sound condition." (1977:vi)

Financial solvency was not considered to be the only goal of Southern Baptist institutions of higher learning in the opinion of Abner McCall. Stating that the difference between a Southern Baptist college and a secular institution should be so clear that no one could fail to see it, he postulated that an education in one of the denomination's colleges should make graduates "less prejudiced, less bigoted, more tolerant, more compassionate and more honest."

(1976:7) He also hoped that such an experience would improve his or her personal morality and integrity and contribute to making them better persons, better churchmen and better citizens.

Tanner believed that Southern Baptist educators must pledge themselves that they will pursue academic excellence without compromise. "One of our major concerns," he wrote in the Southern Baptist Educator, "must be that we do not cheat our young people and deprive them of a quality education." (1976:20) Concomitently, he believed that his denomination's schools should be held accountable for educating the total person while standing firm on their dedication to religious commitment:

> It's not optional that our Baptist institutions remain viable making their influence felt in the lives of young adults--it is mandatory. There is no question that the leaders of tomorrow will be educated--the question is 'Will they be Christian?'"

While holding to the position that nothing on the present cultural or ecclesiastical scene and nothing portended would make life easier for church-related colleges, Marty acknowledged the possibility of spotty and temporary exceptions and pointed to Southern Baptist colleges as a "pocket of prosperity and health, although no presidents of Convention institutions are sitting back and relaxing." (Parsonage:1978:308)

The Christian Century, in reporting the aforementioned McGrath study, said that, unsurprisingly, Southern Baptist colleges and universities were "generally growing,

fiscally sound, sure of their purpose, familial." "All in all," the article continued, "the report card is so full of A minuses that its recipients may be tempted to eschew self-criticism and may be unready to make needed improvements that would nudge their schools to true excellence." (1977:933)

In summary, the prophecies concerning success or failure for the private college ranged from little hope to great optimism about the future. Similarly, the suggestions for change were as varied as the problems which hundreds of educational managers were facing in the last half of the 1970's. In the final analysis, failure was predicted for institutions which had not begun to recognize their weaknesses and attempt to remedy them quickly. Success was foretold for the colleges which were more flexible and more honest with themselves. A favorable outcome for the denominational schools was seen as being closely related to a determined effort to be openly church-related. Their distinctiveness was viewed as an attraction for both prospective students and donors.

Speaking from the experience of a deanship in a private college which closed in 1976, Collins offered this advice to the colleges which were struggling, "Capitalize on the strengths of your institution. Every institution has certain areas in which it excels. Admit your limitations without apology." (1976:51) Similarly, Haslett emphasized the relationship of self-confidence to survival when he said,

"Private institutions should concentrate on creating a productive and constructive atmosphere rather than waste their efforts on doomsday concepts." (1976:51) While not minimizing the value of a strong treasurer's report as a means of appraising an institution's chance for survival, Maramarca proposed that there were more subtle, more far-reaching and more important assurances:

> The future of independent higher education depends on a definition of purpose. If we do not know what we are about, no one else will--and worse, no one else will care. (1976:52)

CHAPTER 3

PROCEDURES AND METHODOLOGY

Method of Research

The method of historical research was chosen for implementing this study. This technique has been outlined by a number of authors including Borg and Gall (1963), Leedy (1974), Wise et al. (1967) and Best, who stated:

> The process involves investigating, recording, analyzing and interpreting the events of the past for the purpose of discovering generalizations that are helpful in understanding the present, and to a limited extent, in anticipating the future.

Specifically, the research procedures described by David J. Fox in his Research Process in Education (1969) were employed. Fox described the historical approach as "past-oriented research which seeks to illuminate a question of current interest by intensive study of material that already exists." (1969:406) This study of a fifty-year period in the development of Southern Baptist junior colleges sought academic procedures and evironmental conditions which had brought them success through the years, had caused them to change their configuration and perhaps lose their identity in the process, or had forced them to close. Repeated or recurring problems among the colleges were noted for the purpose of establishing modes of operation which had been successful and productive as compared to those which had produced major problems and even the termination of some

institutions.

Borg defined historical research as "the systematic and objective location and synthesis of evidence in order to establish facts and draw conclusions concerning past events" (1963:206), a plan which adequately described the procedure followed in tracing the Southern Baptist junior colleges' development from year to year. Attention was given to both linear and cyclical history since, during the investigation of the onward or forward motion of the denomination's junior colleges, much information relating to repetitious patterns of historical fact was gathered.

Nine major steps suggested by Fox were followed in the development of this investigation. These steps were directed toward the gathering of known and new data and the writing of the report with emphasis on the interpretive phase and the application of data. Fox's plan led to the development of hypotheses for the future which might be the most important segment of a study designed to investigate a type of institution which had been identified as having problems. The steps in Fox's research pattern which were closely followed (1969:416) were:

1. Determine that the problem selected is appropriate for study through the historical approach
2. Specification of the population of data needed
3. Initial determination that sufficient data are available

4. Begin data collection through:
    a. consideration of known data
    b. seeking new data from known sources
        (1) primary sources
        (2) secondary sources
    c. seeking new and previously unknown data
        (1) in the form of data
        (2) in the form of sources
5. Begin to write report
6. Interaction of writing and additional search for data or examination of data
7. Completion of descriptive phase of research
8. Completion of interpretative phase of research
9. Application of data to present and hypotheses for future

Sources of data used in this investigation were frequently of a primary nature since the historical facts were most often available in the minutes and annual reports of the Southern Baptist Convention and the various states in which the colleges had been or were located. Such sources, the authenticity of which could be easily documented, provided enrollment and budget figures which might be indicators of the success or failure of an institution. Publications of the colleges being studied, including official college histories, catalogs, annual bulletins and public relations brochures, were also considered as primary sources of information.

Articles from the various state Baptist newspapers, and letters or statements from persons who had been or were currently associated with the junior colleges sponsored by any of the state Baptist conventions were carefully evaluated by the process of internal criticism. Borg suggested that the historical researcher must always evaluate the writer, his biases, and his possible motives for distortion (1963:265). The need for this type of criticism was especially acute when a college had made a move for which there was not popular sentiment among its supporters or when the closing of a college was chronicled with conflicting views about the cause.

Knowing that historical research is past-oriented, the writer made frequent use of the collections of the historical commissions which were a part of several state Baptist conventions and usually located in the libraries of Southern Baptist universities. Thus, the lack of compiled data dealing with this denomination's educational enterprises was overcome by a separate search for data concerning the historical development of each Southern Baptist junior college which had been in operation between 1927 and 1977.

Procedural steps followed in the data collection phase of this project as described in Fox's Step 4 were:

1. Names and locations of the Southern Baptist junior colleges existing in the academic year 1927-28 were secured from the 1928 Annual of the Southern Baptist Convention.

2. Starting dates of each of the colleges and the initial circumstances under which they evolved were determined. Were they originally high schools or academies and had they previously been private institutions were the questions asked.

3. A list of Southern Baptist junior colleges existing in 1977 was obtained to determine if any of the junior colleges listed in 1927 were still functioning fifty years later.

4. The history of all of the junior colleges listed in 1927 was traced until they had ceased to exist or to 1977 if they still existed as junior colleges. A search in the histories of the colleges for the causes of decline was included in this phase of the research.

5. A survey was made to determine which of the 1927 colleges were four-year colleges in 1977 and when that change had taken place.

6. Information was gathered about the additional junior colleges which had been chartered since 1927, where they were located, and for what period of time they had existed in that configuration.

7. Through correspondence with the educational leaders of other denominations it was determined if the five other major Protestant denominations (United Methodist, Lutheran Church in America, American Baptist Churches, U.S.A., Protestant Episcopal Church and United Presbyterian in U.S.A.) were supporting junior colleges in 1977, and, if so,

how many. No attempt was made to trace the history of these institutions or to identify additional denominations or religious sects which were supporting junior colleges in 1977.

8. Through use of the Southern Baptist Annual, the enrollment picture in the junior colleges which had been in operation during the past ten years was traced.

9. A study of the Southern Baptist Annual from 1967-1978 revealed the endowment and property value of each of the Southern Baptist junior colleges which had been viable during that time.

10. The literature was searched for a statement from an authority on junior college finances concerning the endowment income level which would be one indication of financial health in 1978.

11. The 1977-78 bulletin or catalog of each of the Southern Baptist junior colleges existing in 1977 was studied to determine whether or not they had changed their liberal arts role to meet current educational needs by adding programs such as continuing education and adult education.

12. If an existing junior college remained in the liberal arts mode, an administrator of that institution was questioned about what may have prevented or impeded the response to current educational needs.

13. The literature was reviewed for statements by authorities concerning the future of church-related

colleges, and the future of Southern Baptist educational institutions specifically.

14. A list of ideas about changes which might be necessary to ensure the future vitality and the possible expansion of Southern Baptist junior colleges and church-related junior colleges in general was completed.

Best (1977:347) reminded the researcher that a good historical investigation must be confined to a penetrating analysis of a limited problem in order that time constraints, if they exist, can be managed. Much extraneous, and as yet uncompiled, data concerning Southern Baptist junior colleges were gathered through the research for this project. The temptation was resisted to present and attempt to analyze information which had a great deal of interest to the writer as an educator in a junior college but did not necessarily answer the research questions or help the reader to understand the problem.

Since this study was historical rather than statistical in nature, the data were primarily reported in narrative form. Charts and graphs, depicting geographic locations of the colleges over their fifty-year span, their status previous to becoming junior colleges, the opening and closing dates of these institutions and enrollment and budget figures were presented to supplement the narrative. In addition, a list of all the junior colleges which had been sponsored by the denomination in the past fifty years was compiled, including the colleges which were chartered

within the five decades being studied but which no longer existed in 1977.

CHAPTER 4

FINDINGS

Location of the Original Colleges

The 1928 Southern Baptist Annual listed thirty-one junior colleges which were affiliated with the denomination through the state conventions of nine southeastern states. It was possible that any number of additional institutions which described themselves as colleges were operating in that year in close relationship to the Southern Baptist denomination. However, since the Annual is the official record of denominational statistics, this list was originally regarded as correct.

Leading the list numerically was Texas, which had identified seven junior colleges then operating under the aegis of Southern Baptists in that state. Missouri claimed five Southern Baptist junior colleges followed by Kentucky and North Carolina which both listed four two-year colleges as being supported by Southern Baptists. Three junior colleges each were claimed by Southern Baptists in Arkansas and Virginia while Georgia and Mississippi each had listed two when they submitted their annual report. The remaining college was located in Alabama. Table 1 identifies the original thirty-one junior colleges which were listed in the Southern Baptist Convention Annual for the year 1928 and shows their geographical location.

TABLE 1

Location of Southern Baptist
Junior Colleges in 1928*

State	Name of College
Alabama	Newton Institute, Newton
Arkansas	Central College, Conway Jonesboro College, Jonesboro Mt. Home College, Mt. Home
Georgia	Hiawasee Junior College, Hiawasee Norman Institute, Norman Park
Kentucky	Bethel College, Russellville Bethel Women's College, Hopkinsville Campbellsville College, Campbellsville Cumberland College, Williamsburg
Mississippi	Clarke Memorial College, Newton Hillman College, Clinton
Missouri	Hardin College, Mexico La Grange College, La Grange Stephens College, Columbia Southwest Baptist College, Bolivar Will Mayfield College, Marble Hill
North Carolina	Mars Hill College, Mars Hill Mountain View Institute, Hayes Wingate College, Wingate Campbell College, Buies Creek
Tennessee	Hall-Moody College, Martin
Texas	Burleson College, Greenville Decatur College, Decatur Jacksonville College, Jacksonville Marshall College, Marshall Rusk College, Rusk Wayland College, Plainview
Virginia	Averett College, Danville Bluefield College, Bluefield Virginia Intermont College, Bristol

*Source: Southern Baptist Convention, Annual, 1928, pp. 486-88.

Accuracy of the Original Listing

Early in the research process it became evident that the number thirty-one was not an accurate one because the records of various state Baptist conventions and the histories of Baptist work in several states did not list four of the institutions as being among the junior colleges for which Southern Baptists were responsible. Pattillo and Mackenzie had established the possibility of that type of confusion by stating that the Southern Baptist Convention "owns" six theological seminaries but no colleges or universities. (1966:253) Ownership of these institutions (or more accurately, sponsorship through varying degrees of support) rested in the cooperating state conventions. In addition, there were a number of other Baptist groups operating concurrently with Southern Baptists in most of the states.

A case in point was Jacksonville College in Jacksonville, Texas, a currently-functioning (1977) college sponsored by the Baptist Missionary Association of Texas. Although the Southern Baptist annuals listed Jacksonville College among the denomination's junior colleges until 1931, it was clearly not an institution sponsored by Southern Baptists in Texas. Ben Rogers, an archival assistant at Southwestern Baptist Theological Seminary, wrote in 1978 that "Jacksonville College is not now nor was it ever a Southern Baptist institution."

More decisive evidence of the error in that listing

was offered in a 1978 letter from the President of the college:

> Jacksonville College is sponsored by the Baptist Missionary Association of Texas and to my knowledge there has never been any relationship between it and the Southern Baptist Convention. I know of no reason why it would have been listed by the Southern Baptist Convention as being connected with them (Carroll:1978:1).

On the basis of that statement from a primary source, Jacksonville College was eliminated from consideration as one of the junior colleges to be studied.

More difficult to resolve was the question of whether the listing of Hillman College in Mississippi as a Southern Baptist junior college was accurate. As the oldest college for women in Mississippi, Hillman had a strong Baptist background, having been initiated in 1851 by a local Baptist association as the Central Baptist Female Academy. However, when it became a junior college in 1915 it had already been the private property of at least three families, one of whom was listed in 1921 as the sole owner (Cox:1958:607) A letter from the Mississippi Baptist Historical Association dated November 27, 1978 quoted from an as yet unpublished history of Mississippi College to prove that Hillman College was never owned by Southern Baptists, but was owned by a series of individuals. Minutes of the Mississippi Baptist Convention confirmed this position with the statement that "Mississippi Baptist College leased Hillman College in 1942 from a Mr. Berry for $2,400 per year for five years." (1942:111-113) Again using one of

Fox's definitions of "fact", Hillman College was struck from the list because it was not considered to be a Mississippi Baptist college by McLemore in his "The History of Mississippi Baptists," a volume commissioned by the Mississippi Baptist Convention Board.

Equally inaccurate, but perhaps for a different reason were the listings of Hiawassee College in Georgia and Mountain View Institute in North Carolina as Southern Baptist junior colleges in 1927. In 1900, the Home Mission Board of the Southern Baptist Convention had established a Department of Mountain Mission Schools with "missions as the motive and education as the method for the evangelization of people in the mountain areas of the South" (Cox:1958:927). Several of the original 1927 junior colleges, including Bluefield, Jonesboro, Mars Hill and Mt. Home, received support from this program. Similarly, one of the academies which was to become a junior college after 1927 was for a period of time supported in part by the Home Mission Board. (Howard:1967:29)

Hiawasee College, established as a high school in 1836, first turned to the Home Mission Board for assistance in 1891. Later, it was to receive funds from a local Baptist association (Cox:1958:606) and the Georgia Baptist Convention. The 1920 annual minutes of the Georgia Baptist Convention revealed plans for making Hiawasee High School into a junior college which would be sponsored by the Home Mission Board but governed as an integral part of the

Mercer University system. (Lester:1972:434)

When questioned about the progress of the 1920 proposal for the college, Georgia Baptist historians disagree that the move had been made by 1927. Smith wrote:

> Hiawasee Institute (or college) was doing what any number of high schools were doing in 1927--giving college work for any student that they could get to stay with them. Nearly all of them tried to be junior colleges but their principal task was to teach high school students in many counties where there was no high school.

He continued with a reference to the 1926-27 minutes of the Georgia Baptist Convention which recorded the fact that 141 students were doing college work in the Baptist secondary schools (Smith:1978:1).

Nelson, who had been employed at Hiawasee in 1927, stated that "It was only a high school and never was qualified to give college credits because of a lack of endowment" (Peterson:1978:2), and Lester, who had written a history of the Georgia Baptists, was quoted as saying that, in his opinion, Hiawasee was never a Baptist college. (Hawkins:1978:1) Fox also described a "fact" as information which received collaboration from two independent sources. (1969:414) It would be valid, therefore, to declare that Hiawasee was not a Southern Baptist junior college in 1927.

Mountain View Institute was also a high school which owed its existence first to three Baptist associations in Western North Carolina and the Home Mission Board which withdrew its aid in 1928, forcing the closing of the school. (Cox:1958:929) Whether it was ever a junior college was

highly unlikely. The staff of the North Carolina state Baptist newspaper, The Biblical Recorder, did not know of its existence as a junior college (Gower:1978). Similarly, records at the Baptist Historical Commission at Wake Forest University Library offered references to appropriations for Mountain View Institute as a "mountain school" of the Home Mission Board. (Woodard:1978)

O'Hara's history of the Mountain Mission Schools named the principal of Mountain View in contrast to its naming of the president of Mars Hill College, which was being supported in North Carolina under the same financial arrangement. A search of the records of the Council on Christian Higher Education of the Baptist State Convention of North Carolina resulted in the following statement from the Execurive Secretary of that organization:

> The absence of any reference to any school by that name would support the view that the school was no part of the Convention's program of higher education.
>
> I can offer you the verbal agreement of two of our revered educators, both of whom are retired . . . . They agree that Mountain View was an academy and never a college. I surmise that the 1927 reference is an error which occurred in an honest attempt to list every school in all of the states. (Mullinax:1979)

There was no listing of the Southern Baptist junior colleges existing in the 1928 Annual because the Southern Baptist Education Board had been discontinued in preparation for the appointment of a new Education Commission. (Hester: 1968:21) However, when statistics were compiled for 1929-30 Mountain View was not listed. Therefore, it was believed

that the listing of Mountain View as a junior college in 1927 was the result of an administrative error.

Fox suggested (1969:410) that the terms used to define the universe might have changed dramatically over a period of time. The possibility of a very casual use of the word "college" was explained by Hassenger:

> As the churches moved westward, countless "colleges" (often little more than secondary schools) sprung up; churchmen apparently took literally the biblical injunction to increase and multiply. (1971:107)

For the purposes of this study, therefore, the four "colleges" which cannot be identified as such in sources other than the list in the 1928 Southern Baptist Annual were eliminated and only twenty-seven Southern Baptist junior colleges were examined from an historical perspective. One explanation for the discrepancies in the 1927 listing could have been the fact that the current Southern Baptist Education Commission which under the direction of an Executive Secretary-Treasurer is responsible for the compilation and recording of all facts about Southern Baptist educational agencies was not created until 1928. (Hester:1968:26) Before that, the individual colleges were not listed by name in the Southern Baptist annuals.

Evolution of the Original Colleges

By 1927, the twenty-seven junior colleges being considered in this study had been offering some kind of educational experience for a seventy-three year period beginning with the establishment of Bethel Women's College

in 1854. Eighteen of the junior colleges had established an identity as academies or junior colleges before the turn of the century and the other nine were instituted in several modes between 1900 and 1927. As indicated previously in the limitations of the study, no attempt was made to identify the junior colleges which had been supported by the denomination before 1927 but had closed by that year.

As had been the pattern nationwide, a large portion of the institutions (twenty-one of twenty-seven) had begun as private academies in response to a need which was not met by the public sector. Often their function was more community-wide than parochial since they provided the only opportunity for education in a widespread geographical area. An example was Campbell College's dual role as a private Baptist academy and a public school serving students from ages six to twenty-one. In that instance, the county paid the academy for teaching the public school children. (Pierce:1976:49) Although some of the academies were established to provide basic education and the "finishing function" for young women in the community (Day and Mellinger:1973:1), to be coeducational was more likely the arrangement. When the sexes were mixed, however, girls were not always allowed to board at the institution. Often offering elementary as well as secondary school work, these schools also used the words seminary, institute, collegiate institute, literary and technical institution, and preparatory school to describe their function.

The subsequent development of these academies into junior colleges was accomplished in a relatively short time span of twenty-nine years. Two of the junior colleges in Texas were operating before the turn of the century and Campbell College was, in 1926, the last to be chartered as a junior college.

Six of the Southern Baptist junior colleges which existed in 1927 had previous to that date been for a period of time senior institutions, granting the baccularеate degree with legislative permission under state charters. Speaking of Averett College, the fall, 1967 Southern Baptist Educator announced the college's transition to four-year status by writing that it would again give baccularеate degrees after a lapse of fifty-four years (1967:12). Bethel College, which began offering junior college work in 1920, had originally been given a charter in 1856 to operate "as a college or even a university if it so desired." (Cox:1954:159) Only two of the institutions, Decatur and Marshall, were instituted specifically as junior colleges. Jonesboro had opened its doors with a dual role of academy and junior college.

Thornton, in discussing the evolution of the junior college, pointed out that many educators in the beginning of this century had felt that the first two years of the American liberal arts college were truly not collegiate at all, but belonged more appropriately to the high schools. He believed that William Rainey Harper conceived the junior

college primarily as a continuation of the high school. Thornton quoted Dean Alexis F. Lange of the University of California as saying that "the difference between the first two years of college and the high school is one of degree only and has never been anything else." (1972:47-48)

That the Southern Baptist junior colleges which were operating in 1927 had been academies or senior colleges or both before they joined the junior college movement was not unusual. While academies strove to survive in the face of growing competition from public high schools they also saw the advantages of abandoning a weak four-year program in favor of a more attainable and affordable two-year college. Speaking of why Mars Hill Academy decided to offer junior college work, McLeod wrote:

> With the growth of the public schools, and especially with the expansion of the high schools in the first and second decade of the century, the private and denominational academies saw that their days were numbered. The administration saw that Mars Hill, in order to survive, would have to provide a type of education not offered by the state (1968:227)

Organization and Support of Original Colleges

Original sources of support and the impetuses for the organization of the institutions which became the Southern Baptist junior colleges of 1927 were of three major types: local association support; organization by a private individual or group, and organization by a state Baptist convention. By far the most common source of organizational encouragement and monetary support was a single local association or a group of associations who saw

in the beginning of a school such as Bethel High School in Hopkinsville, Kentucky:

> The culmination of a desire of the Baptists of Hopkinsville and the surrounding territory to provide a school in which young people could receive an education beyond the ordinary public or private schools. (Cox: 1958:158)

Frequently, interested Baptists and other public-spirited citizens raised funds through private contributions for land and an initial building. Often this zeal was not tempered with reality as Carroll described in the founding of Burleson College in 1895:

> Like many other Baptist colleges, it was started by a small group of men and women who appreciated Christian education and saw the need for Baptist schools and colleges but did not realize the fact that while a school is very valuable, it requires a great deal of money to found and maintain a college of standard grade. (1923:964)

Five of the schools which were to become junior colleges by 1927 were the direct result of interest among the leaders of state Baptist conventions and four were organized by private individuals before being absorbed by Baptist groups at a later date. Table 2 shows the dates in which the 1927 junior colleges were founded, the sources of their organizational support, and the different educational stages through which they had passed.

TABLE 2

Founding Dates, Sources of Organizational Support
And Educational Stages of Southern
Baptist Junior Colleges in 1927

Name of College	Founding Date	First Source of Support	Previous Educational Stages		
			Academy	Senior College	Junior College
Averett	1859	Private		X	
Bethel	1856	Local Association	X	X	
Bethel W. C.	1854	Private	X		
Bluefield	1922	State Convention	X		
Burleson	1895	Local Association	X		
Campbell	1877	Local Association	X		
Campbellsville	1907	Local Association	X		
Central C. for W.	1890	State Convention		X	
Clark	1907	Local Association		X	
Cumberland	1889	Local Association	X		
Decatur	1897	State Convention			X
Hall-Moody	1900	Local Association	X		
Hardin	1873	Private	X		
Jonesboro	1924	Local Association	X		X
La Grange	1858	Local Association	X		
Mars Hill	1856	Local Association	X		
Marshall	1912	State Convention			X
Mt. Home	1893	Local Association	X		

TABLE 2 (continued)

Name of College	Founding Date	First Source of Support	Previous Educational Stages		
			Academy	Senior College	Junior College
Newton Institute	1898	Local Association	X		
Norman	1900	Local Association	X		
Rusk	1895	Local Association	X		
Southwest	1879	State Convention		X	
Stephens	1856	Local Association	X		
Virginia Intermont	1884	Private	X	X	
Wayland	1908	Local Association	X		
Will Mayfield	1878	Local Association	X		
Wingate	1896	Local Association	X		

Continued Survival as Junior Colleges

The assumption that some of the Southern Baptist junior colleges which were viable in the year 1927 would still be in existence fifty years later as junior colleges was found to be true in one instance. Clarke College in Mississippi was the only one of the original junior colleges which remained in that configuration in 1977.

Established in 1908 by the Baptists of East Mississippi, later affiliated with the Mississippi Baptist Convention, operated privately under a lease arrangement for fifteen years, and reunited with the state convention in

1952, Clarke College had existed as a junior college for fifty-eight years by 1977. The other six junior colleges affiliated with the Southern Baptist Convention in 1977 had been chartered within the fifty-year period under study.

Between the years 1928 and 1971 twelve of the Southern Baptist junior colleges which were being considered in his study closed their doors for financial reasons. Seven of these closed between 1930 and 1935 in the midst of the Great Depression. "Churches and church schools," wrote Johnson (1955:410), "were not immune from the effects of failure of economic institutions upon which they necessarily relied for support. College enrollments which had reached the highest peak in 1929 dropped to an alarming low in 1932."

Following this upheaval, the list of Southern Baptist junior colleges remained relatively stable in the 1940's with no closings based on financial problems. In the next three decades Southern Baptists suffered the loss of three junior colleges, the last being in 1971. Southern Baptists in six states, Texas, Missouri, Kentucky, Arkansas, Alabama and Georgia, saw at least one of their colleges close during the fifty-year period under consideration. These losses did not occur without considerable struggle to remain open in the face of limited income, insufficient patronage, evaporating denominational support and competition from state-supported institutions. In one instance, the president was reported to have assumed all the expenses for

one year, another president leased the college for the next five years for a dollar a year in an aborted effort to remain open, and in at least one case board members found themselves individually liable for debts left unpaid by the institution. Although bankruptcy was one form of escape from this dilemma, college boards of trustees also discovered that local school districts were interested in purchasing already established facilities at low cost.

The one Southern Baptist junior college which closed between 1970 and 1978 was listed by the National Institute of Independent Colleges and Universities in their survey of the private colleges which had closed, opened or merged in that eight year period. Of the forty-one private colleges that had ceased to operate, twenty were considered to be independent and fourteen had been affiliated with the Roman Catholic church. Of seven Protestant colleges which had closed, one had been affiliated with each of the following religious bodies: Lutheran, Independent Baptist, Church of God in Christ, African Methodist Episcopal and American Baptist. The remaining college had simply labeled itself as Protestant. (Chronicle:1978:7)

Clarke College, the one Southern Baptist junior college which remained viable during the period from 1927 to 1977, survived the Depression years in spite of the withdrawal of support by the Mississippi Baptist Convention in 1930. From 1931 to 1946 it was operated privately under lease while the trustees functioned as custodians of the

property. By 1945 when enrollment had increased and some of the financial burdens had been mitigated, the state convention of Mississippi voted unanimously to accept the college back and resume its support. The Southern Baptist junior colleges which closed for financial reasons and the dates of their closing are listed in Table 3.

TABLE 3

Closing Dates of Southern Baptist Junior Colleges Due to Financial Reasons

Closing Date	Name of College
1926	Hall-Moody
1928	Rusk
1930	Burleson
1932	Hardin
1932	Will Mayfield
1933	Bethel
1933	Mt. Home
1935	Newton Institute
1935	Jonesboro
1950	Central College for Women
1964	Bethel Women's College
1971	Norman

Changes to Four-Year Status

It had been correctly assumed that some of the

Southern Baptist junior colleges which were in operation in 1927 were still in existence fifty years later as four-year colleges with the same name or as an integral part of another institution to which the junior college had lost its name.

Just over one-half of the twenty-seven Southern Baptist junior colleges which were in existence in 1927 assumed the status of four-year institutions in the next fifty years. Eleven of the fifteen colleges which had added the third and fourth year were operating in 1977 under their original names, one had adopted the name of the senior college by which it had been assimilated, one had added to its original name the name of the college with which it had merged, and two others had completely changed their names when they became senior colleges.

As pictured in Table 4, the moves from junior to senior college status had gradually occurred over a thirty-three year period from 1944 to 1977 with the largest group making the change in the 1960's. This pattern of change was followed most frequently in the states of Virginia, North Carolina, Missouri and Texas. The 1927 Southern Baptist junior colleges served in that configuration for as few as nine years and as many as sixty years. The average length of service was thirty-seven and one-half years. Although it was not indicated on the Table, one of the Southern Baptist junior colleges became a private four-year college in 1960. (Wade:1970:1) None of them, however, had

been assimilated by a state system of higher education. The information in Table 4 confirmed the assumption that some of the 1927 junior colleges would have closed for financial reasons and some would have become four-year colleges. During the period from 1927 to 1957 twelve Southern Baptist colleges closed.

TABLE 4

Changes in Status of Southern Baptist Junior Colleges From 1927 to 1977

Original Name of College	Closed For Financial Reasons	Became Four-Year College	Junior College in 1977	Total Years as Junior College	Current Name of College if Changed
Averett		1966		55	
Bethel	1933			13	
Bethel Women's College	1964			48	
Bluefield		1975		53	
Burleson	1930			31	
Campbell		1961		35	
Campbellsville		1963		40	
Central College for Women	1950			28	
Clarke			X	58	
Cumberland		1959		46	
Decatur		1965		67	Dallas Baptist
Hall-Moody	1926			9	Union University

TABLE 4 (continued)

Original Name of College	Closed For Financial Reasons	Became Four-Year College	Junior College in 1977	Total Years as Junior College	Current Name of College if Changed
Hardin	1932			20	
Jonesboro	1935			11	
La Grange		1973		62	Hannibal-La Grange
Mars Hill		1967		46	
Marshall		1944		32	East Texas Baptist
Mt. Home	1933			17	
Newton	1935			14	
Norman	1971			51	
Rusk	1928			10	
Southwest		1964		51	
Stephens		1960		55	
Virginia Intermont		1970		60	
Wayland		1948		35	
Will Mayfield	1932			12	
Wingate		1977		54	

During a nineteen-year period following spring, 1927, eight new junior colleges were established by Southern Baptists in five states. The fall of that year witnessed the founding of Dodd College by a private foundation in

Louisiana. Subsequently, the foundation offered the fledgling college to the Louisiana Baptist Convention in return for a promise to raise $200,000 for dormitories. Finding that an unreachable goal, the Convention in Louisiana accepted the college as a gift and assumed its debts before selling the property. (Cox:1958:378) Dodd College was listed by the Education Commission as a Southern Baptist college from 1928 to 1939 although the Southern Baptist Encyclopedia refrained from establishing a direct relationship between it and the Southern Baptist Convention. The confusion generated by a very close, but non-official relationship between Convention and college which would warrant identification of an institution as a denominational college was discussed by Weber:

> In 1927 there were five or six or even more Baptist junior colleges in Missouri. (The Southern Baptist Annual of 1928 only listed five.) Some of those named as Southern Baptist were locally supported. The state convention didn't support them but they were still considered to be Missouri Baptist schools (1978).

Just one year after Dodd College appeared on the list of junior colleges issued by the Education Commission, Gardner-Webb College in North Carolina made the transition from high school to two-year college. It served that state as a junior college for thirty-two years before becoming a four-year institution in 1970. The six junior colleges which were not a part of the 1927 list but remained active as two-year colleges in 1977, Anderson (1930), Brewton-Parker (1927), Chowan (1937), North Greenville (1936),

Southern Baptist (1941) and Truett McConnell (1946) were located in four southern states--Arkansas, Georgia, North Carolina and South Carolina, bringing the total to five states which were supporting Southern Baptist junior colleges in 1977.

Three of these "new" colleges (since 1927) had been organized first as academies, one was a senior college at its inception and two were chartered as junior colleges. The "new" junior college with the most varied background, Chowan, had opened in 1848 as a female institute, was rechartered thirty-two years later as a four-year women's college, became coeducational in 1932, and finally reorganized as a junior college in 1937. (McKnight and Creech:1974)

Local interest on the part of a Baptist association or a group of associations in having a denominational college in their geographic area resulted in the founding of six of the eight Southern Baptist junior colleges which opened their doors after 1927. One other was started by a private foundation and the remaining junior college, Truett McConnell, was instituted by a resolution presented at the 1944 annual meeting of the Georgia Baptist Convention (Lester:1972:587). No new Southern Baptist junior colleges were established after 1946 although a 1965 attempt to open a college was aborted when the president of the proposed Maryland Baptist College resigned after trustees confirmed a policy of building the school on a two-year level when he

was working under the impression that the college would have senior status. (Southern Baptist Educator:1965:8)

The eight junior colleges which were chartered by Southern Baptist groups since 1927 made a total of thirty-five junior colleges sponsored to some degree by that denomination between 1927 and 1977. It has been incorrectly assumed that some of the existing junior colleges had been chartered in the last half of the fifty year period under investigation since the last opened in 1946. Appendix A presents an alphabetical listing of all the junior colleges which were affiliated with the Southern Baptist Convention between 1927 and 1977 and the year in which they became a junior college.

Junior Colleges of Other Denominations

A total of 249 private junior colleges were listed in 1977-78 by the National Center for Educational Statistics. Of these, 110 were identified as independent, non-profit-making; fifty-one were catagorized as profit-making, and eighty-eight were considered to be church-related. In the last group, sixty-two were Protestant-supported, twenty-four claimed allegiance to the Roman Catholic church and two were affiliated with other religious bodies. Thus, the church-related junior colleges accounted for 35.3 percent of the private sector. (National Center:1978)

In addition to the Southern Baptist Convention, the five other major American Protestant denominations supported

at least one junior college each in 1977. The Protestant Episcopal Church supported St. Mary's College in Raleigh, N.C.; Suomi College in Michigan was affiliated with the Lutheran Church in America; Bacone College in Oklahoma depended on the American Baptist Churches, U.S.A. for support, and a 1977 report from the National Commission on United Methodist Higher Education listed thirteen two-year colleges which were officially related to that denomination. Three junior colleges in as many states were claimed by the United Presbyterian Church in the U.S.A.

Enrollment in Southern Baptist Junior Colleges

A declining total enrollment picture could be traced (see Table 5) for the fourteen Southern Baptist junior colleges which were in operation during the years 1968 to 1977. This information must be regarded in light of the fact that there were fourteen colleges affiliated with the denomination in 1968-69 as compared to seven which remained in 1977-78. Although the number of Southern Baptist junior colleges decreased by 50% in the ten years (1968-1977) the decrease in enrollment was slightly less than one-half of the 1968-69 total. The enrollment numbers used in Tables 5 and 6 were taken from the yearly figures for each college's total enrollment which were reported by the Education Commission in the Southern Baptist annuals from 1969 to 1978.

TABLE 5

Enrollment in Southern Baptist Junior Colleges
From 1968 to 1977

Year	Total Students	Total Colleges
1968-69	13,078	14
1969-70	10,468	12
1970-71	10,130	13
1971-72	9,562	11
1972-73	8,223	10
1973-74	9,217	10
1974-75	9,540	10
1975-76	10,048	10
1976-77	9,990	8
1977-78	6,706	7

Writing on the topic, "Are the Church-Related Colleges Losing Students?", McGrath and Neese concluded that although the rate of growth in attendance in private institutions had slowed in relation to the public sector since 1950, the number of enrollees had risen considerably. (1976:1) McGrath also found this to be true of Southern Baptist colleges. He reported (1977:43) that increases in enrollment in that denomination's colleges and universities amounted to thirty-one percent during the decade from 1965 to 1975.

What then was happening to the enrollment of the

seven Southern Baptist junior colleges which were viable in 1977? Obviously, they were not maintaining their enrollment as well as was indicated by McGrath's composite enrollment picture of Southern Baptist colleges and universities. Table 6 shows the enrollment figures for the seven junior colleges which were reporting to the Convention in each of the years between 1968 and 1977. The enrollment of three colleges in the group had grown, one rather dramatically and one only slightly. Decreasing enrollment was shown in four institutions, one of which had declined by approximately one-third of its 1968-69 enrollment. Two of them, by Keaton's definition, remained at the "very small college" level. (1976:4)

TABLE 6

Enrollments of Southern Baptist Junior Colleges
1968-1977

Year	College						
	1	2	3	4	5	6	7
1968-69	1,061	720	1,936	314	1,002	1,065	431
1969-70	1,055	622	1,925	334	557	1,221	342
1970-71	1,039	703	1,985	325	697	1,020	271
1971-72	1,202	768	1,973	333	619	1,049	283
1972-73	1,331	762	1,504	320	533	765	417
1973-74	1,353	833	1,447	307	1,015	899	626

TABLE 6 (continued)

Year	College						
	1	2	3	4	5	6	7
1974-75	1,258	895	1,281	288	1,700	880	800
1975-76	1,516	1,010	1,345	254	1,063	899	1,109
1976-77	1,533	930	1,352	253	962	833	2,474
1977-78	1,750	808	1,275	231	790	601	1,251

Enrollment in small private colleges is their most significant problem and is likely to intensify," wrote Jonsen (1978:44). He continued, "the very high reliance of small liberal arts colleges on tuition revenues . . . makes them especially vulnerable when their enrollment declines."

Minter had said that in 1977, enrollment generally increased at church-related colleges with student bodies numbering between 1,000 to 2,500 (1977:9). Similarly, the Southern Baptist Education Commission reported that their colleges and universities had not experienced an overall decline in enrollment since 1970. The .06 percent increase in 1978 could be mostly attributed to rises in the number of students at two-year institutions. (Baptist Courier:1979:23)

However, most small institutions, particularly the two year institutions, were experiencing enrollment decline. (1978:12) Parker's analysis of collegiate enroll-

ments in American two-year colleges during 1977-78 offered one explanation for the enrollment decline in many church-related junior colleges:

> With the decline of militancy, some revision to more structured curricula, and the rise in popularity of both religiously-related academic and extra-curricular programs on the non-sectarian campuses, the secular institutions have cut into the rather narrow but significant student market segment that supported the church schools earlier in the 1970's. Growing tuition disparities unfavorable to them and tightening budget restrictions upon the church-related units diminished their competitive capacity. (1978:4)

Indication of Financial Position

The research question was asked, "To what extent do the budgets of existing junior colleges reflect serious financial problems?"

In June 1977, after completing an intensive survey of the financial condition of Southern Baptist colleges and universities in conjunction with the McGrath study (1977), when asked to define good fiscal health or sickness in a collegiate institution, John Minter wrote:

> As yet there is no general agreement on a definition of financial distress for colleges and universities. The malady is in the eyes of the beholder. Institutions of all sizes and conditions appear to suffer at one time or another depending on their management and the economy. (McGrath:1977:85)

Brown and Minter were again to decline to make a definitive statement concerning the financial status of institutions in their fourth annual report on financial and educational trends in the independent sector of American higher education conducted in 1978 for the National Association of Independent Colleges and Universities:

> The strength and the survival value of colleges and universities depend largely on intangible assets such as the ability to attract students, the latent capacity to raise money, the commitment and qualifications of the leadership, and many others. These intangibles are reflected imperfectly in accounting records. Therefore, caution is advised in drawing definite conclusions from financial data. (1978:90)

The results of the 1977 Study of Southern Baptist Colleges and Universities 1976-77 prompted Earl McGrath to say that "the Southern Baptist institutions, like all other colleges and universities today, are confronted with educational and financial problems" (1978:vi). In general, however, he viewed them, as a group, to be in sound condition. On the other hand, the favorable progress made by all of the denomination's colleges and universities as a group should not conceal, he cautioned, "the fact that a few institutions are experiencing financial difficulty. Some may even be in serious financial difficulty." (1977:96)

Since the McGrath study carefully protected the identity of the forty-nine institutions involved in the survey, it was impossible to discern whether the seven Southern Baptist junior colleges were among those experiencing serious financial difficulty. In his analysis of the facts gleaned from the study, John Minter was willing to make some general statements about the financial condition of the Southern Baptist junior colleges existing in 1977:

1. The two-year colleges are the highest in short-term debts.
2. They have lower long term physical plant debts

than do the four-year colleges and universities.

3. In 1976, their current fund revenues exceeded expenditures.
4. The Southern Baptist four-year institutions are are showing stronger revenue growth than the two-year institutions except in federal revenue and endowment applied.
5. They showed the most spectacular percentage gains in endowment with a two-year gain (1974-76) of $13.1 million.

One measure of an institution's financial position at any point is the growth in its endowment income. Brown and Minter's 1978 financial study of a 135-institution national sample revealed that endowment income for two-year colleges in 1976-77 averaged two percent of their total revenues. The percentage of total revenue derived from endowment income by Southern Baptist junior colleges is recorded in Table 7. Five of the Southern Baptist junior colleges received more than the average national amount of revenue from their endowment income, including one which realized six times the national average of income from endowment. One of the Southern Baptist junior colleges received two percent of its total revenue from endowment and the last received one percent.

TABLE 7

Relationship of Endowment Income to Total Revenue
In Southern Baptist Junior Colleges
1976-77*

College	Endowment Income	Total Income	Percentage
1	$69,250	$2,336,092	.03
2	$42,023	$1,219,686	.03
3	$33,457	$2,058,175	.02
4	$53,404	$ 450,374	.12
5	$31,686	$1,184,981	.03
6	$ 5,236	$ 847,963	.01
7	$36,685	$1,115,037	.03

*Source: 1977 Southern Baptist Annual, p. 180.

Another measure of an institution's economic health as proposed by John S. Millet was the ratio obtained by dividing current funds expenditures by current funds revenues. In his opinion, if the resulting figure was less than 1.0 the college was in trouble. (1976:27) Table 8 shows the ratio of current funds expenditures to current funds revenues in each of the Southern Baptist junior colleges based on their 1976-77 financial reports. The revenue total used included funds received from the state convention for current operations, income from endowment, income from tuition and fees, donations, gifts and grants, and the amount received from the Convention for capital

needs.

As can be seen in Table 8, none of the Southern Baptist junior colleges were in severe financial difficulty as of 1976-77 as measured by Millet's sample assessment of financial health.

TABLE 8

Relationship of Current Funds Expenditures to Current Funds Revenues in Southern Baptist Junior Colleges 1976-77*

College	Current Funds Revenue	Current Funds Expenditures	Ratio
1	$1,797,980	$2,504,261	1.4
2	$ 772,794	$1,082,251	1.4
3	$1,677,287	$3,085,000	1.8
4	$ 358,525	$ 614,703	1.7
5	$ 976,808	$1,391,549	1.4
6	$ 610,865	$1,568,602	2.6
7	$ 871,781	$1,367,670	1.6

*Source: 1978 Southern Baptist Annual, p. 193.

Changes from Liberal Arts Role

Although colleges and universities associated with churches differ in many respects they have, according to Pattillo and Mackenzie, certain characteristics in common, particularly in the structure of their curricula. Most are colleges of the liberal arts and sciences or have liberal

education as their core (1966:1). Day and Mellinger concurred with that generalization, stating that:

> Private junior colleges, controlled by either church-related or independent governing boards, typically have more narrowly defined purposes and objectives, Consequently, curricula in these colleges have generally been designed to serve the college transfer student. (1973:25)

The dual threats of inflation and declining enrollment have forced denominational colleges to seriously evaluate their academic role. "It seems quite obvious," said Davidson, "that we (the Lutheran Churches in America) will have to make some changes to exist and that considerable change will have to take place to improve our image and effectiveness." (1973:5) MacKay's Private College Study, which examined 250 private two-year colleges to ascertain their concerns, problems, issues, needs and plans, revealed what he described as a great temptation in the private sector to be negative and defeatist about their programs. "The extraordinary growth of community colleges . . .," he wrote, "has left some private college people wondering if they have been permanently relegated to the shelf in higher education." (1969:30) Martorana et. al. reported that over one-half of the terminal listings between 1949 and 1974 involved junior colleges with narrow and traditional offerings (1974:6).

If further success and perhaps even survival are dependent on changes in private junior colleges, including those which are church-related, what kinds of changes would

be most reasonable and effective? Kirkwood's evaluation of this question resulted in the warning that:

> Too many colleges are trying to be all things to all people. Two-year colleges have allowed their curricula to proliferate far too rapidly, showing little awareness of the fact that not every college can offer every kind of program with equal effectiveness. (1975:5)

He suggested continuing education and adult education as two of the "changes" which can be made effectively and inexpensively. "The number of people engaged in continuing and part-time education is already greater than those engaged full-time and this trend will continue," he wrote (1975:9). In actual numbers, the trend of which he spoke amounted to 4.1 million adults over twenty-five attending college in 1977 (U.S. News and World Report:1978:65).

McGrath also saw these two educational routes as highly important to the future of Southern Baptist colleges:

> In the days ahead, when the need for additional sources of income will become critical, the institutions which have already initiated adult programs will find themselves in a preferred competitive position. Forward-looking institutions are, therefore, looking for new markets among new clienteles. The growing complexity of our society and the demanding decisions it places on citizens make very real today what has been perhaps an ideal--namely the need for continuing education throughout adult life. (1977:54)

To what extent had existing Southern Baptist junior colleges changed their role from emphasis on the liberal arts to continuing education and adult education to meet current educational needs? Examination of the catalogs, bulletins, viewbooks and public relations brochures of the

seven existing Southern Baptist junior colleges showed that all had made some progress in that direction although some were much more deeply involved in the change process than others. More emphasis was placed on adult education than on continuing education if the words were defined to mean: (1) regular college courses for credit; (2) educational opportunities on a short-term basis for those who wish to learn without the pressures of examinations and other requirements for college credit. One of the 1977 junior colleges had been making attempts since 1958 to, in its own words, "fulfill the role of a community college by making educational opportunities more accessible to the community." This institution, like others who were concerned with the adult learner working toward an associate degree, concentrated on a night school program. The curricular plan of each of those schools was similar in that classes were offered on a basis of demand, fewer science laboratory courses were available at night, and the more highly specialized career courses like secretarial science were not offered at night. Four of the institutions advertised in their literature that it was possible to earn a degree in the evening classes and one suggested that a part-time working student may not be able to complete all the degree requirements in the adult education program.

The main campus and off-campus centers using rented space provided the classroom facilities for individuals who wished to continue their education outside of the full-time,

day-time student schedule. In one case, the adult education classes were held in cooperation with local school boards and administrators with the purpose of reaching into the surrounding counties to service an audience which was unable to attend the main campus.

The usual idea of extending the campus to the suburbs was reversed by one rural college which established a downtown branch in the nearest city, first in a shopping center and then in a building which the college purchased on a main city street in the midst of an urban-renewal project and within a city block of two retirement homes. This extension center offered a full program which would allow all students except science and music majors to complete the degree without ever attending the main campus.

Each of the seven Southern Baptist junior colleges offered some continuing education courses in the form of short-term classes, seminars, workshops, and other programs to meet the special needs of a larger college community. Scheduled both on and off campus, these were essentially evening sessions offered when public demand in a specific area was sufficient. At one college, the non-credit offerings consisted of courses offered to senior citizens under a federal grant.

In addition, two of the institutions were involved in Seminary Extension work, a program which offered credit for courses in theology and related areas. The clientele served by those programs were local pastors without college

and/or seminary degrees. One of the colleges had been deeply involved for years in a program which it called Theological Adult Education. Courses offered in that sequence were designed to prepare a minister for work in the rural church or the town and village churches. Most of the students entering the program which resulted in a "Diploma in Theology" were mature individuals usually beyond thirty years of age and lacking high school graduation requirements.

Speaking of the need for more emphasis by the Southern Baptist junior colleges in the areas under discussion, one of the deans spoke of a problem common to all of the existing two-year schools which are related to that denomination:

> On the other hand, we have not really moved in the direction of emphasizing continuing education and adult education . . . . Our basic reason for not doing so is because we are located in a rural area with a very limited population. This is coupled with the fact that we have a technical institute "on our door-steps." This institution is involved in continuing and adult education, providing these services at costs which our institution cannot begin to match.

CHAPTER 5

SUMMARY AND CONCLUSIONS

Summary

Southern Baptists had joined many other religious groups in founding educational institutions even before their national organization, the Southern Baptist Convention, was organized in 1845. The great enthusiasm for these denominational schools, especially in the South, could be attributed to pride of ownership, the position of the church as a socializing force, the desire for an educated ministry and the need for educational institutions in a frontier situation among other factors. Although many of the colleges (sometimes loosely named) were not launched on a firm financial basis, a problem which sometimes led to their demise, the proliferation could be understood in light of the lack of public education.

The onslaught of the Civil War wrought havoc with all educational enterprises in the South, a period of confusion from which many never recovered. From 1880 to 1900, however, Baptists again began to mount a major campaign for education. At that time, Baptist academies, which had always been a part of the denomination's educational program, began their second spurt of growth. One Baptist historian believed that by 1900 there were as many as 600 Southern Baptist academies in the South. This

Major Applied Research Project revealed that a number of these academies became the junior colleges which operated under Southern Baptist sponsorship between 1927 and 1977.

After 1850, several of the private academies in the South began to offer post-secondary level work in the liberal arts. Thus a natural progression from academy to bi-level institution and finally to separate junior college was easily traced in a number of Southern Baptist colleges. The original sources of support and the impetuses for the organization of institutions which had become private colleges by 1927 were local Baptist associations, private individuals or groups, and state conventions.

Twenty-one of the twenty-seven junior colleges considered in this analysis began as academies. The number twenty-seven was used in spite of the listing of thirty-one junior colleges in the 1928 Southern Baptist Annual. Research revealed that one of the colleges listed in that publication was never a part of the Southern Baptist structure; one was privately owned although very closely associated with the denomination; one was a high school which perhaps was offering some post-secondary work in 1927, and one appeared to be listed in error.

The assumption that some of the Southern Baptist junior colleges in 1927 would still be in existence as junior colleges fifty years later was verified in only one instance. It had been correctly assumed, however, that

some of the 1927 junior colleges would still be operating as four-year colleges one-half century later. Over fifty percent of the colleges studied had become senior institutions by 1977, a change which occurred over a thirty-three year period.

The 1927 junior colleges served in that configuration for as few as nine and as many as sixty years before closing or changing their status. Since 1927, twelve Southern Baptist junior colleges had ceased to operate due to financial reasons. One had disassociated itself with the state convention to become a private college.

During a nineteen-year period following 1927, eight new Southern Baptist junior colleges were established, making a total of thirty-five in operation sometime between 1927 and 1977. Three of the new colleges had been first organized as academies, one was a senior college at its inception, and two were chartered as junior colleges. No new junior colleges were established by the denomination after 1946, so in 1977 there were seven Southern Baptist colleges in six states.

This study attempted to assess the strengths and weaknesses of the Southern Baptist junior colleges and to suggest ideas which might enable them to remain viable in the face of rising costs, declining population in the eighteen to twenty-four year old group and a general disenchantment with the value of a college education. The study had been preceeded by an indepth evaluation of all

present-day Southern Baptist institutions of higher education conducted by Earl J. McGrath in 1976-77. Although McGrath did not identify the junior colleges individually in the study, he and John Minter made some general statements about the financial health of the two-year colleges, including the fact that they had more short-term debts than the four-year schools but lower long-term physical plant debts. In 1976 their current fund revenues exceeded expenditures and they had made, in Minter's opinion, spectacular gains in endowment.

Enrollment figures between 1968 and 1977 for the surviving Southern Baptist junior colleges revealed that enrollment in three had grown, one rather dramatically and one only slightly. Decreasing enrollment was shown in four institutions, one of which had declined by approximately one-third of its 1968-69 figure. Two of the colleges, by Keaton's definition, remained at the "very small college" level.

An examination of the publications of the remaining seven Southern Baptist junior colleges showed that all had made some progress in the transition from a strictly liberal arts role, a change which had been proposed as a necessity for survival by many observers. Some of the colleges were much more deeply involved in this curriculum adjustment than others and more emphasis was placed on adult education than on continuing education.

Considerable interest has been taken in the adult

learner who was working toward an associate degree in a night school situation. The main campus and off-campus rented space provided this education for students outside of the full-time, day-time schedule. In most cases, students could earn a degree in the evening over an extended period of time, but usually a switch to the daytime schedule was necessary for students seeking laboratory science courses and highly specialized career courses.

By 1977, each of the seven Southern Baptist junior colleges was offering some continuing education courses in the form of short-term classes, seminars, workshops and other programs. In addition, two of the colleges were involved in Seminary Extension work, a program which served local pastors without seminary degrees. The most common problems encountered by all of the colleges as they attempted to serve the community with adult and continuing education programs were the rural location of most of them and strong competition from county technical institutes or community colleges which had access to a much wider variety of facilities and could offer courses at a fraction of the cost.

Recommendations

That there must be many internal changes if small, private colleges were to survive and achieve any degree of success was the general consensus of writers on the future of higher education. Among the coping processes most frequently suggested were an emphasis on the uniqueness of the private college, a reexamination of the curriculum, a

revision of recruiting and admissions procedures, a dramatic reorganization of the management of resources and a closer relationship to the supporting denomination.

The acceptance of a private college's distinct role in the scheme of modern higher education by its trustees, administration and faculty was considered to be of the utmost importance. This distinctiveness was considered as a potential "plus" in the area of student recruitment as well as a positive attraction to future donors.

Inadequacy of the curriculum was frequently identified as one of the fundamental problems of private colleges, and specifically of the two-year colleges. Many writers urged a shift to programs which would meet the needs of the New student whether he or she were the under-prepared, the adult student or the life-long learner. The offering of career-oriented courses by the private colleges was often stressed although there was some very strong sentiment, particularly among denominational leaders, in favor of preserving the traditional liberal arts curriculum.

Finding new ways to bring the liberal tradition into a supporting dialogue with career education appeared to be the most favored solution to the dilemma. In the case of church-related junior colleges a move toward a technology-based curriculum would probably involve too great an expenditure of capital funds and the addition of highly specialized, expensive faculty. One of the Southern Baptist junior colleges had made the move some time ago to a fine

graphic arts program with modern equipment and a clientele spread throughout the denomination, but there seemed to be no plans for technology courses in the other six institutions.

Within the realm of possibility for church-related junior colleges were expanded course offerings in business with an emphasis on applied courses; allied health programs where practical experience could be gained in cooperation with a public institution or a community-based program; career training in day-care and nursery teaching and management; training programs for church leaders such as youth directors and music directors, and recreation technology career preparation to mention a few. In addition, the growing field of cooperative education appeared to be a natural direction for the church-related junior college.

More effective recruitment was cited as one of the first steps toward stability for the private colleges. This emphasis on a larger student pool would require the efforts of faculty, students, alumni, parents and friends of the college in a variety of innovative approaches. Southern Baptist churches were already organized into an effective and active training system by age groups from children to senior citizens through which the local churches could provide the perfect arrangement for recruiting efforts. Like all organizations, these were interested in including outside programs in their agenda and in organized retreats and conferences away from the church. Again, the college campus would offer a great attraction

while subtly telling the college's recruitment story.

Equally as important as finding more students and changing the curriculum was the firm management of all of the college's resources. This stewardship of money, personnel and property could conceivably determine which of the colleges would continue to be open by the end of the next decade. Southern Baptist colleges, unlike many other denominational institutions, had the distinct advantage of receiving support in varying degrees directly from the Baptist convention in the state where the college was located, thus instilling a pride of ownership in local denominational leaders and the man in the pew. The translation of the colleges' mission and purpose into programs and services which these benefactors would understand stood high on the list of priorities for the future.

Internally, the colleges would do well to assess the adequacy (or topheavyness) of its leadership and staff and the efficiency of its organizational structure. Sound accounting procedures were an absolute prerequisite for good management, including the areas of budgeting, reporting, purchasing and cash management.

Good fiscal policy for private colleges (as well as their public counterparts) would include an examination of the student-faculty ratio and the average enrollment in all courses during the past few years. A reasonable increase in the faculty-student ratio and the elimination of undersub-

scribed courses, while doing no great harm to the educational process, could conceivably save the college a substantial sum in the lean years which were forecasted.

Attention also must be paid in the management process to the overall financial implications associated with planned unfunded student aid investment. While a certain amount was essential, unfunded aid represented an important controllable expense of each institution.

The question of development efforts rated prominently among management concerns. Deciding how much money could be invested in staff support when the body of potential contributors was steadily decreasing was a problem of every chief administrator, especially on the junior college level. This problem was exacerbated by the dual frustrations of junior college alumni with divided allegiences and foundations reluctant to contribute to the education of less than a "finished product."

The difficulty of good maintenance of the physical plant under inflated prices for materials and labor surfaced as a major management problem. While deferred maintenance would help to balance the budget, the matter of leaking roofs, aging heating plants and worn-out dormitories would not "just go away."

Perhaps more importantly, an attractive, well-maintained campus might be the most positive drawing card for both students and supporters that a college could possess. A general atmosphere of subdued but positive

solvency was looked upon as an unquestionable asset to even the smallest college. Closely allied to good care of plant and facilities was the continued, year-round use of the campus, especially in the evenings, during breaks and throughout the summer months. Use of the campus by outside groups for a wide variety of activities such as weekend college, alumni vacations and conferences for businessmen, was strongly recommended with the admonition that an empty campus produces no revenue.

Southern Baptist junior colleges would do well to seriously follow the "stewardship of management" clause included in the Reaffirmations which were adopted at the National Colloquium conducted by the Education Commission of the Southern Baptist Convention in June, 1976:

> We reaffirm our responsibility for the stewardship of management in every area of institutional operation.
>
> We pledge ourselves to make the best use possible of all institutional resources and potentials committed to our care.
>
> We reaffirm the management concept that is basically concerned with the development and welfare of the individual.

A renewed and more enthusiastic relationship to the denomination was viewed by many observers as the route to the distinctive environment which would attract students and tide the church-related colleges of every religious body over the rough waters ahead. It was believed that these stronger ties would strengthen the sense of responsibility which the denomination felt for the support of its

institutions. Again, in the case of Southern Baptist colleges, this communication with the denomination was easily obtainable if the college was interested. Many of the local churches which supported the colleges through the state-wide Cooperative Program were small and highly appreciative of outside stimulation. Programs of music and drama provided to the churches by college students and speakers from the college faculty and staff provided easy access to a personal relationship with contributors. An opportunity to meet with supporters was additionally offered to college personnel on a regular basis through the state convention and local associational meetings in which college representatives were frequently invited to participate.

Undoubtedly, one of the most difficult to achieve, because it was one of the most sensitive relationships between church and college, was the educational institution's match with the denomination's philosophical stance. Among Southern Baptists the philosophical position was essentially conservative on moral and political issues, especially in rural areas. Since the junior colleges were highly dependent on in-state enrollment, as compared to some of the larger, more cosmopolitan Southern Baptist colleges and universities, the aforementioned conservatism was most frequently expected of them.

A case in point was a move in November, 1977 to merge one of the junior colleges with the largest and oldest

of four colleges which one state supported. This proposal brought to the floor of the annual state convention was defeated in an emotional and voca session. Thus, the authenticity of that college's ministry, as perceived by the conservative pastors of the state was affirmed although the problem of supporting four Baptist colleges in one state was left unsolved. From the point of view of this writer, the Southern Baptist junior colleges had a distinctive advantage in the grass-roots character of their student body and alumni upon which they needed to capitalize at every opportunity.

As this study progressed, a strong similarity concerning problems faced by the seven Southern Baptist junior colleges emerged. In addition to encouragement of careful consideration of the advice given by experts in the field of higher education which had already been reviewed in this chapter, the writer proposed a recommendation that the chief administrative officers of the Southern Baptist junior colleges meet together at a central location in the spring or summer of 1980. The purpose of this conference would be the discussion of common problems and the sharing of solutions which have been discovered on an individual basis.

Although all of the Southern Baptist colleges and universities were already meeting together several times a year, the discussions in those settings revolved around denominational policies and broad educational issues. All

of the programs presented were applicable to the junior college to a degree, but understandably were directed to the concerns of the larger, more affluent and more prestigious institutions. The presentation of lectures and discussions concerning the problems of a college with 250 or 500 students would enable the junior colleges to see their problems in a more manageable context.

Sponsorship of the junior college conference was to be requested from the Southern Baptist Education Commission which was committed to provide specific services to the colleges. Central to the worth of such an endeavor was the caliber of the speakers and/or facilitators who could be secured, hence the 1980 suggested date. For the greatest return on this investment of time and money, advance planning through which input concerning the agenda, topics for discussion and types of presentation should be solicited from each prospective participant with the hope that some needs would be met for all who attended.

One end product of the conference would be a resource booklet outlining common problems and solutions which were found to be successful at different institutions, a resume which could be made available to other denominations sponsoring junior colleges. An equally meaningful result of the meeting would be the specific attention called to the Southern Baptist junior colleges which had made a significant contribution throughout the years in spite of their many problems and their obscure position in the same

educational association with Wake Forest and Baylor.

Implications

How long Southern Baptists could continue to support fifty-three colleges and universities, six seminaries, seven academies and five Bible schools in an era when retrenchment in educational expenses was becoming the norm was a question only the constituency could answer after they had assessed the ultimate value of the return on their investment. If the results of the 1976-77 McGrath Study were to be taken literally, the educational institutions of the Southern Baptist denomination had as good a chance, or better, of surviving as did any church-related institutions. Admittedly, much of the validity of that prognosis depended on the state of the economy in the 1980's.

The seven Southern Baptist junior colleges which were all small faced some peril and demanded wise moves on the part of their administrators in addition to the most intense marketing campaigns directed to their supporting constituency.

This study represented an effort to interpret the histories of many Southern Baptist junior colleges over a fifty-year period in order to provide a realistic forecast concerning the future existence of the remaining seven. In addition to the benefits which the writer's own institution could derive from the research, it was hoped that the findings of the project would be carefully considered by the other six Southern Baptist junior colleges.

Findings of this MARP were first shared with the Curriculum Committee and the Administrative Council of the writer's college with the desire that they would seriously evaluate the suggestions which had emerged for a relevant curriculum in a modern, private, junior college. The entire study was then sent to the Executive Secretary of the Southern Baptist Education Commission in an effort to increase the body of knowledge which that organization had on file concerning the junior colleges under their general aegis. The Findings chapter was subsequently presented to the Historical Commission of the Southern Baptist Convention in Nashville, Tennessee, with the hope that they would consider it worthy of publication in some form since no study of the junior college segment of the education programs of the Southern Baptist Convention had been completed before spring, 1979.

BIBLIOGRAPHY

Anderson College. General Catalog 1978-79. Anderson, S.C., 1978.

Anderson, Joel R. and Michael B. Andreas. "Reducing the Plight of the Small Colleges." College Business. September, 1978, pp. 24-27.

Anderson, Richard E. "A Financial and Environmental Analysis of Strategic Policy Changes at Small Private Colleges." Journal of Higher Education. January-February, 1978, pp. 30-45.

Andrew, Lloyd D. and Burton D. Friedman. A Study of the Causes for the Demise of Certain Small, Private, Liberal Arts Colleges in the United States. Blacksburg, Va.: Virginia Polytechnic Institute and State University, May, 1976.

Armbristor, David M. A History of Bluefield College. Bluefield, Va.: Bluefield College, undated.

Astin, Alexander W. Four Critical Years. San Francisco: Jossey-Bass, 1977.

Association of Southern Baptist Colleges and Schools. Reaffirmations. Nashville, Tenn., June, 1976.

Baker, Robert A. The Blossoming Desert--A Concise History of Texas Baptists. Waco, Texas: World Books, undated.

Barton, George M. and R. F. Mines. Applied Educational Research and Evaluation. Rev. Ft. Lauderdale: Nova University, 1977.

Baptist Courier. September 7, 1978.

Baptist State Convention of North Carolina. Personal Correspondence between T. Robert Mullinax, Director, Council on Christian Higher Education, and writer. January 6 to January 23, 1979.

Benezet, Louis T. The Private College Effort: Better, Different or What? U. S., Educational Resources Information Center, ERIC Document ED 145 760, April, 1977.

Best, John W. Research in Education. 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977.

Blai, Boris J. Will Independent Junior Colleges Survive? U. S., Educational Resources Information Center, ERIC Document, ED 103 041, July, 1975.

Bluefield College. Catalog, 1978-79. Bluefield, Virginia, 1978.

Boling, Landrum. "Seedbed for Moral and Spiritual Values." Address delivered at the Association of Southern Baptist Colleges and Schools' McGrath Study Follow-up Workshop. Nashville, Tenn., October 3, 1977.

Borg, Walter and Meredith Gaul. Educational Research: An Introduction. New York: David McKay Co., 1963.

Botstein, Leon. "College Could Be Worth It." Change, December, 1976, pp. 24-29.

Bowen, Harold P. The Private Presence in American Higher Education. U. S. Educational Resources Information Center, ERIC Document, ED 115 146, January, 1975.

Bowen, Harold P. and J. Minter. Private Higher Education Third Annual Report on Financial and Educational Trends in the Private Sector of American Higher Education. Washington, D.C.: Association of American Colleges, 1977.

_____. "Some Reflections on the Current Position and Future Outlook of American Higher Education." Naspa Journal, Summer, 1978, pp. 3-10.

Brewton-Parker College. 1976-77 Catalog. Mt. Vernon, Ga., 1976.

Brubacker, John S. and Rudy Willis. Higher Education in Transition: An American History, 1936-1956. New York: Harper and Brothers, 1958.

Campbell, William G. and Stephen V. Ballou. Form and Style. Boston: Houghton Mifflin Company, 1978.

Campbellsville College. Bulletin-Catalog Issue 1977-79. Campbellsville, Ky., 1977.

Carnabui, Frank. "The Demise of Private Colleges." The Chronicle of Higher Education, March 20, 1978, p. 24.

Carnegie Council on Policy Studies in Higher Education. The States and Private Higher Education. San Francisco: Jossey-Bass Publishers, 1977.

Carnegie Foundation for the Advancement of Teaching. The States and Higher Education. San Francisco: Jossey-Bass Publishers, 1976.

Carroll, J. M. A History of Texas Baptists. Dallas: Baptist Standard Publishing Company, 1923.

Carter, James E. Statement From The White House. Washington, D. C., December 16, 1977.

Chitty, Arthur B. The Episcopal Church in Education. Cincinnati: Forward Movement Publications, 1976.

Chowan College. Catalog 1979-1980. Murfreesboro, N.C., 1979.

_____. Personal Correspondence between B. Franklin Lowe, Jr., Academic Dean, and the writer. January 6 to January 15, 1979.

Clarke College. Catalog and Announcements, 1977-78. Newton, Miss., 1977.

Cohen, Arthur M. and Associates. College Response to Community Demands. San Francisco: Jossey-Bass Publishers, 1975.

Collins, Carol Ann. "Dialog." Change. December, 1976, p. 51.

Corbett, Janice. "Turning the Tables." The American Baptist. February, 1978, pp. 16, 17, 41.

Cothen, Grady C. Faith and Higher Education. Nashville, Tenn.: Broadman Press, 1976.

Coulter, E. Merton. College Life In the Old South. Athens, Ga.: University of Georgia Press, 1951.

Cox, Norman W., Managing Editor. Encyclopedia of Southern Baptists. 3 vols. Nashville, Tenn., 1958.

Crismon, Leo T. Baptists in Kentucky 1876 to 1976. Middleton, Ky.: Kentucky Baptist Convention, 19 5.

Davidson, Arthur O. "President's Report." The Church--The Student--And The Future. Washington, D.C.: Lutheran Educational Conference of North America, 1973, pp. 5-8.

Day, Robert and Barry L. Mellinger. Accreditation of Two-Year Colleges in the South. Atlanta: Southern Association of Colleges and Schools, 1973.

Douglas, R. S. History of Missouri Baptists. Kansas City: Western Baptist Publishing Co., 1934.

Duncan, R. S. A History of Baptists in Missouri. St. Louis: Scammel and Company, 1882.

Educational Ministries, American Baptist Churches U.S.A., Personal Correspondence between Shirley Jones and writer. September 6, 1978 to January 22, 1979.

Education Commission of the Southern Baptist Convention Baptist Education Study Task. 2nd ed. Nashville, Tenn., 1978.

_____. Our Baptist Educational Institutions in the Southern Baptist Convention, 1916-17. Nashville, Tenn., 1918.

_____. Southern Baptist Campus Directory. Nashville: Williams Publishing Company, 1976.

Elliott, T. Michael. To Give the Key to Knowledge, United Methodists and Education 1784-1976. Nashville, Tenn.: National Commission on United Methodist Higher Education, 1976.

Fisher, Ben C. "Editorial." The Southern Baptist Educator. July-August, 1976, p. 4.

Fisher, Ben C. "Overview of Southern Baptist Higher Education, 1951-1971." The Southern Baptist Educator. November-December, 1973, p. 7.

Geler, Woodrow A., ed. Church Colleges Today. Nashville, Tenn., Board of Higher Education and Ministry, United Methodist Church, 1974.

Georgia Baptist Foundation, Inc., Personal correspondence between Harry V. Smith, Executive Secretary Emeritus, and writer, July 1 to July 18, 1978.

Georgia Baptist State Missions Program. Personal correspondence between Aubrey L. Hawkins, Director, Education Division, and writer, June 11 to June 30, 1978.

Hall, E. Eugene. "The Liberal Arts Colleges and Christian Higher Education." The Southern Baptist Educator. September-October, 1977, pp. 4, 5.

Haslett, Albert Lynn. "Dialog." Change. December, 1976, p. 51, 52.

Hassenger, Robert. "Church-Sponsored Higher Education." The Encyclopedia of Education. New York: The MacMillan Company, 1971, pp. 105-113.

Hester, Hubert I. Partners in Purpose and Progress. Nashville, Tenn.: Education Commission of the Southern Baptist Convention, 1977.

_____. Southern Baptists in Christian Education. Murfreesboro, N.C.: Chowan College School of Graphic Arts, 1968.

_____. The Wingate College Story. Liberty, Mo.: The Quality Press, Inc., 1972.

_____. They That Wait, A History of Anderson College. Liberty, Mo.: The Quality Press, Inc., 1969.

Hillman College. Sixty-first Annual Catalog. Clinton, Miss., 1915.

Home Mission Board. Personal correspondence between Margaret Peterson, Library Assistant, and writer. August 17 to October 17, 1978.

Howard, Henry J. From These Roots. Greenville, S.C.: Keys Printing Company, 1967.

Hruby, Norbert J. A Survival Kit for Invisible Colleges. Washington, D.C.: Academy for Educational Development, 1973.

Hull, W. Frank IV, ed. The Christian College: Some Thoughts and Reflections. U.S., Educational Resources Information Center, ERIC Document 091 968, March 1974.

Hunt County Missionary Baptist Association. History and Doctrines. Greenville, Texas: October, 1935.

Jacksonville College. Personal correspondence between Curtis M. Carroll, President, and writer. September 26 to October 3, 1978.

Johnson, Charles D. Higher Education of Southern Baptists, 1926-1954. Waco, Texas: Baylor University Press, 1955.

Jonsen, Richard W. Small Liberal Arts Colleges: Diversity At the Crossroads? Washington, D.C.: American Association for Higher Education, 1978.

Kershaw, Joseph A. The Very Small College. New York: The Ford Foundation, 1976.

Kirkwood, Robert. The Survival of the Two Year College (!?!). U.S., Educational Resources Information Center, ERIC Document, ED 097 037, February, 1975.

Kruchwitz, Verlin. "The Significance of Christian Higher Education in the Life of Our Nation." Southern Baptist Educator. March-April, 1976, pp. 9, 10.

Leedy, Paul. Practice Research: Planning and Design. New York: MacMillian Publishing Company, 1974.

Lester, James A. A History of the Georgia Baptist Convention. Nashville, Tenn.: Curley Printing Company, Inc. 1972.

Littell, Franklin H. "Religion in American Universities." The Encyclopedia of Education. Vol. 7. New York: The MacMillian Company, 1971, pp. 461-65.

Lutheran Brotherhood. Lutheran Higher Education Directory 1976-78. Minneapolis, Minnesota: Lutheran Brotherhood, 1978.

Lutheran Educational Conference of North America. The Church--The Student--The Future. U.S., Educational Resources Information Center, ERIC Document ED 081 407, January, 1973.

MacKay, Kenneth C. The Private College Study. Washington, D.C.: American Association of Junior Colleges, 1969.

Martorana, S. V. et. al. Cooperative Utilization of Private Institutional Resources: A Multifaceted Thrust for the Private Junior College. University Park, Pa.: Center for the Study of Higher Education, 1974.

McBeth, Leon. The History of Southern Baptist Higher Education. Nashville, Tenn.: Education Commission of The Southern Baptist Convention, 1966.

McCall, Abner V. "Why We Are Here." The Southern Baptist Educator. July-August, 1976, pp. 5-7

McGarrell, Jack. "Financial Woes Worsen at Some Private Colleges." The Chronicle of Higher Education. July 31, 1978, p. 4.

McGrath, Earl J. and Richard C. Neese. Are Church-Related Colleges Losing Students? Tucson, Arizona: Center for the Study of Liberal Education, University of Arizona. November, 1976.

_____. Study of Southern Baptist Colleges and Universities 1976-77. Nashville, Tenn.: Education Commission of the Southern Baptist Convention, 1977.

_____. Values, Liberal Education and National Destiny. Nashville, Tenn.: Education Commission of the Southern Baptist Convention, 1978.

McKnight, Edgar and Oscar Creech. A History of Chowan College. Murfreesboro, N.C.: Chowan College School of Graphic Arts, 1964.

McLemore, Richard A. A History of Mississippi Baptists. Jackson, Miss.: Mississippi Baptist Convention Board, 1971.

McLeod, John A. From These Stones, Mars Hill College 1856-1967. Mars Hill, N.C.: Mars Hill College, 1968.

Meeth, L. Richard. Quality Education for Less Money. San Francisco: Jossey-Bass, 1974.

_____. A Curricular and Financial Cost Analysis of the Independent Two-Year Colleges of America. Washington, D.C.: National Council of Independent Junior Colleges, 1974.

Millet, John D. "What is Economic Health?" Change. September, 1976, p. 27.

Minter, W. John and Virginia Fadil. Actual Fall Enrollments At Independent Colleges and Universities. U.S., Educational Resources Information Center, ERIC Document 148 219, 1977.

_____. Independent Higher Education. Washington, D.C.: National Association of Independent Colleges and Universities, 1978.

Mississippi Baptist Convention. Minutes, 1942 Annual Meeting. Jackson, Miss., 1942.

Mississippi Baptist Historical Commission. Personal correspondence with Alice G. Fox, Librarian, and writer. November 20 to November 27, 1978.

Missouri Baptist Convention. Personal correspondence between Dr. Paul Weber, President Emeritus, and writer. September 25 to November 1, 1978.

Missouri Baptist Historical Commission. Personal correspondence between Pamela Finlay, Research Clerk, and writer. May 21, 1978 to February 6, 1979.

National Center for Educational Statistics. Telephone conversation between George Lind and writer. December 19, 1978.

National Commission on United Methodist Higher Education. Endangered Service. Independent Colleges, Public Policy and the First Ammendment. Nashville, Tenn., 1976.

Noble, Stuart G. A History of American Education. New York: Rinehart and Company, 1938.

North Greenville College. Catalog 1977-79. Tigerville, S. C., 1977.

Nyquist, Ewald B. Thoughts on the Future of Private Higher Education. U.S., Educational Resources Information Center, ERIC Document 087 313, 1971.

O'Hara, John. Signal Fires on the Mountains. Nashville, Tenn.: Sunday School Board of the Southern Baptist Convention, 1929.

Pace, C. R. Education and Evangelism. New York: McGraw-Hill, 1972.

Parker, Garland G. Collegiate Enrollment in American 2-Year Institutions, 1977-78. Iowa City, Iowa: ACT Publications, 1978.

Parsonage, Robert Rue. Church-Related Higher Education. Valley Forge: Judson Press, 1978.

Pattillo, Manning M. and Donald M. Mackenzie. Eight Hundred Colleges Face the Future. St. Louis, Missouri: The Danforth Foundation, Inc., 1965.

Pearce, J. Winston. Campbell College--Big Miracle at Little Buies Creek. Nashville, Tenn.: Broadman Press, 1976.

Peel, Malcolm. The Church's Mission in Higher Education. New York: United Presbyterian Church U.S.A., 1976.

Pelham, Peter and Virginia Fadil. A Survey of Public Policy Priorities at Independent Two-Year Colleges. Washington, D.C.: National Association of Independent Colleges and Universities, 1977.

Pray, Francis C., William J. Sullivan, John V. Terry and Peter Rothholz. "How Should Private Higher Education Be Saved? Or Should It Be?" Change. February, 1975, pp. 46-48.

Rainsford, George W. Agenda Booklet, National Institute of Independent Colleges and Universities. Washington, D.C., 1979.

Reid, A. Hamilton. Baptists in Alabama. Montgomery, Ala.: Paragon Press, 1967.

Reinert, Paul C. To Turn the Tide. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Ricklefs, Roger. "Christian Colleges--Where Permissiveness is Out." Christian Herald. May, 1976, pp. 24-27.

Riley, B. F. History of the Baptists of Texas. Dallas: published by author, 1907.

Shulman, Carol H. Private Colleges: Present Conditions and Future Prospects. U. S., Educational Resources Information Center, ERIC Document 098 088, 1974.

Smiley, David L. "Redeeming the Christian Idea of the Liberal Education." Southern Baptist Educator. January-February, 1977, pp. 9-15.

Southern Baptist College. Catalog 1978-1980. Walnut Ridge, Ark., 1978.

_____. History . Walnut Ridge, Ark., undated.

_____. Personal correspondence between Jerol Swaim, Vice President for Academic Affairs, and writer. January 3 - January 10, 1979.

Southern Baptist Convention. Annuals. Nashville, Tenn., 1928 through 1978.

Southwest Baptist Theological Seminary. Personal correspondence between Cecil R. White, Assistant Librarian, and writer. August 6 - August 14, 1978.

_____. Personal correspondence between Ben Rogers, Archival Assistant, and writer. August 19 to September 5, 1978.

Spies, Richard R. The Future of Private Colleges. U.S., Educational Resources Information Center, ERIC Document 130 571, 1973.

Sproul, Robert. "You Can't Tell a School By Its Name." Christianity Today. Carol Stream, Illinois, November 4, 1977, pp. 18-21.

Stanton, Donald S. "The Crisis in Enrollment." Church Colleges Today. W. A. Geler, Ed. Nashville, Tenn.: Board of Higher Education and Ministry United Methodist Church, 1974, pp. 37-43.

Stephens College, Personal correspondence between Martha G. Wade, Executive Vice-President, and writer. November 25, 1978 to January 10, 1979.

Tanner, William G. "Partners in Purpose and Progress." Southern Baptist Educator. November-December, 1976, pp. 18-21.

The Biblical Recorder. Personal correspondence between Amanda Gower, Administrative Assistant, and the writer. August 26 to September 19, 1978.

The Christian Century. "Yin and Yang: Baptist and Methodist College Surveys." October 19, 1977, pp. 933-935.

Thornton, James W. The Community Junior College. New York: John Wiley and Sons, Inc., 1972.

Time. "Private Colleges Cry 'Help'." November 15, 1978, pp. 38-40.

Trueblood, Elton. "The Redemption of the College." Southern Baptist Educator. July-August, 1976, pp. 8-13.

Truett-McConnell College. Catalog 1977-79. Cleveland, Ga., 1977.

U. S. News and World Report. "U. S. Colleges Life and Death Struggle." May 29, 1978, pp. 64-66.

Vermilye, Dyckman W., ed. Individualizing the System. San Francisco: Jossey-Bass Publishers, 1976.

Wagner, Walter D. and Charles W. Hovice. "The Religious Presence in Higher Education." International Encyclopedia of Higher Education, Vol. VIII, pp. 3152-3357.

Ward, Richard H. A History of Union University. Johnson, Tenn.: McCowat-Mercer Press, Inc., 1975.

Wake Forest University. Personal correspondence between John R. Woodard, Director, Baptist Historical Commission, and writer. October 6, 1978 to January 9, 1979.

Wiggins, Sam P. Higher Education in the South. Berkeley, Calif.: McCutchen Publishing Corporation, 1966.

Wise, John, Robert Norberg and Donald Reitz. Methods of Research in Education. Lexington, Mass.: D. C. Heath and Company, 1967.

Wise, W. Max. The Politics of the Private College. New Haven, Connecticut: The Hazen Foundation, undated.

Yearbook of Higher Education 1977-78. Chicago: Marquis Academic Media, 1977.

Young, Robert B., Suzanne Fletcher and Robert Rice. An Analysis of the Community Services Dimension of Community Colleges. Washington, D.C.: The Center for Community Education, American Association of Community and Junior Colleges, 1978.

APPENDIX

Southern Baptist Junior Colleges Between 1927 and 1977, Their Location and Their Status in 1977

Name	Location	Status in 1977
1. Anderson	South Carolina	Junior College
2. Averett	Virginia	Senior College
3. Bethel	Kentucky	Closed
4. Bethel Women's College	Kentucky	Closed
5. Bluefield	Virginia	Senior College
6. Brewton-Parker	Georgia	Junior College
7. Burleson	Texas	Closed
8. Campbell	North Carolina	Senior College
9. Campbellsville	Kentucky	Senior College
10. Central College for W.	Arkansas	Closed
11. Chowan	North Carolina	Junior College
12. Clarke	Mississippi	Junior College
13. Cumberland	Kentucky	Senior College
14. Decatur	Texas	Closed
15. Dodd	Louisiana	Closed
16. Gardner Webb	North Carolina	Senior College
17. Hall Moody	Tennessee	Merged-Senior C.
18. Hardin	Missouri	Closed
19. Jonesboro	Arkansas	Closed
20. La Grange	Missouri	Merged-Senior C.

123

APPENDIX (continued)

Name	Location	Status in 1977
21. Mars Hill	North Carolina	Senior College
22. Marshall	Texas	Closed
23. Mt. Home	Arkansas	Closed
24. Newton	Alabama	Closed
25. Norman	Georgia	Closed
26. North Greenville	South Carolina	Junior College
27. Rusk	Texas	Closed
28. Southern Baptist	Arkansas	Junior College
29. Southwest	Missouri	Senior College
30. Stephens	Missouri	Private-Senior C.
31. Truett-McConnell	Georgia	Junior College
32. Virginia Intermont	Virginia	Senior College
33. Wayland	Texas	Senior College
34. Will Mayfield	Missouri	Closed
25. Wingate	North Carolina	Senior College

MARP SIGNATURE PAGE

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by JANE H. SILVER. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

March 23 1979
(date)

George E. Aker
George Aker, MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

March 26, 1979
(date)

Donald Cameron
Donald Cameron, Local Professional

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed.D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

March 29, 1979
(date)

Eugene E. DuBois
Eugene E. DuBois
Central Staff Committee Member

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 25 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES